Behaviour & Anti Bullying Policy

Last Review Date : September 2016
Next Review Date : September 2019

Signed : .................................Date : ...........................
Headteacher

Signed : .................................Date : ...........................
Chair of Committee
Aims and Values

At Penwortham we promote and strive for impeccable standards of behavior. This is crucial to the creation of an atmosphere and environment where excellent knowledge and understanding can be developed. We facilitate this by embedding a clear and consistent reward system across the entire school; and whenever necessary appropriate sanctions. This policy aims to develop a moral framework within which positive relationships can flourish in a school where pupils feel safe, secure and respected.

We aim to teach pupils to have

- Self Confidence,
- Self-Control,
- Respect and tolerance of others,
- Respect for their learning environment,
- Empathy with others’ feelings,
- Responsibility for their own actions,
- Be courteous and polite.

This policy is shaped by guidance from following documents: Behaviour and Discipline in Schools (DFE, 2016) and Below the radar: low-level disruption in the country’s classrooms (Ofsted, 2014).
Celebrating Success

As a way of generating and maintaining excellent behaviour we have a comprehensive system of incentives and rewards. These can be achieved on an individual basis, or within a team dynamic as a member of one of the four school ‘Houses.’

- Verbal praise in acknowledgement of positive choices.
- Moving up the ‘Owl Behaviour Chart’
  - Each time a pupil ends their day on the ‘Super Owl’ they receive a sticker for their personal record. When 25 stickers have been achieved a special certificate will be sent home by post and the pupil may select an item from the prize box.
    - House Point stickers:
  - Making a sustained effort to improve behaviour or for maintaining standards of excellence.
  - Behaving in a way that demonstrates an understanding of the ‘Core Values’ and/or encouraging others to do so.
  - Having impeccable manners and personal conduct.
    - Star of the Week (SOW) Certificates which are awarded in weekly SOW assemblies by a member of the Senior Leadership Team (SLT).
- Playtime privileges for the class that achieves the most points for lining up promptly without talking after each bell and moving around the school safely and silently.
- Verbal or written (Positive Postcard) communication with parents/carers in recognition of excellent behavioural choices and standards.
- In addition to the above school wide incentives and rewards, individual teachers may have their own bespoke systems in place.
At Penwortham, our behaviour management policy is underpinned by our core values and the UN Convention on the Rights of the Child in line with our status as a Unicef ‘Rights Respecting School.’

**OUR CORE VALUES**

Nurture
Creativity
Collaboration
Aspiration
Equality
Excellence
Courage
Respect

**Article 29**

*Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.*
Below are example behaviours agreed by the entire teaching and governing body that are encouraged within our school. There are also some behaviours which are deemed unacceptable in Penwortham. Team leaders and the Senior Leadership Team (SLT) are on hand to clarify any uncertainties as the below list is not meant to be exhaustive.

<table>
<thead>
<tr>
<th><strong>Encouraged</strong></th>
<th><strong>Unacceptable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>✦ Speak and behave in a kind, caring way.</td>
<td>✦ Physically or verbally hurting another person on purpose.</td>
</tr>
<tr>
<td>✦ Be positive, encouraging and supportive to others.</td>
<td></td>
</tr>
<tr>
<td>✦ Try new things and have an open imaginative mind.</td>
<td>✦ Being negative and insulting about another person's idea or dream.</td>
</tr>
<tr>
<td>✦ Have the confidence to express your self and your identity.</td>
<td></td>
</tr>
<tr>
<td>✦ Include everybody who wants to be included.</td>
<td>✦ Refusing to listen or co-operate with adults or other pupils.</td>
</tr>
<tr>
<td>✦ Share space, time, tasks and resources sensibly.</td>
<td></td>
</tr>
<tr>
<td>✦ Be the best version of yourself that you can be.</td>
<td>✦ Giving up on something too easily without trying your best.</td>
</tr>
<tr>
<td>✦ Make your very best effort to achieve targets and goals.</td>
<td></td>
</tr>
<tr>
<td>✦ Treat everyone as you would want to be treated.</td>
<td>✦ Ignoring the school/class charters by saying or doing things to another person which makes them feel less important or valued.</td>
</tr>
<tr>
<td>✦ Help everyone to achieve their potential.</td>
<td></td>
</tr>
<tr>
<td>✦ Take great pride and care in the things that you say and do.</td>
<td>✦ Rushing and being careless when working or making decisions.</td>
</tr>
<tr>
<td>✦ Always try your best.</td>
<td></td>
</tr>
<tr>
<td>✦ Be honest, particularly if you have made a choice that is not positive.</td>
<td>✦ Lying when you know that you have done something that you shouldn’t have done, or you know that somebody else has.</td>
</tr>
<tr>
<td>✦ Speak up and speak out if you witness or know about any bullying.</td>
<td></td>
</tr>
<tr>
<td>✦ Listen to people’s ideas and opinions.</td>
<td>✦ Disrupting the lesson and stopping others from learning.</td>
</tr>
<tr>
<td>✦ Use manners and courtesy when you are working, speaking or playing with others.</td>
<td></td>
</tr>
</tbody>
</table>
SCHOOL PROCEDURE FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

- Quiet reminders should be verbal of what is expected within the school to stay on at least Green

- After refusing to listen to reminders the child will be moved down to Yellow
- If a child receives three yellows a week, they will lose five minutes Golden Time and if it is more than three, they will lose all their Golden time.

NB. If a child receives four or more Yellows a week, this needs to be recorded on the class ‘Behaviour Record Sheet and parents should be informed via the behaviour slip. It should be a record of if the child has been moved to Red or Yellow at any point of the day, even if they have changed their day

- If negative behavior continues then the child should be moved on to Red.
- Once children are on Red they will lose their golden time and spend time in class at the reflection table thinking about their behavior - At this point, a verbal conversation must be had with the parent by the teacher registering concern

NB. Golden time cannot be earned back once a child has lost it.
- Once the child has completed a reflection sheet with an adult (this probably ought to be scribed for younger children), they then have to earn their way back up the chart. Once they have had a Red day, the child cannot move onto ‘Star’ but can work up to Gold.
- If the child is moved onto red on a second occasion within a week, a letter from the class teacher is sent home asking the parent/carers to come to a meeting to discuss ways on how to best support the child with their behavior.
- If the child’s behaviour does not improve, a second letter will be sent by a Senior Teacher inviting the parents/carers to come and discuss how we can further help the child.

Class behavior folders are monitored by SLT monthly. Behaviour files should consist of the following all of which can be found in the appendix of this policy:

- Behaviour Record Sheets
- Reflection Sheets
- Blank letters to parents
- Reply slips from parents
- Notes of any meetings held with parents or children
- Incident Record Sheets
Playground

The expectations of behaviour and safety are just as high in our playground as they are in our classrooms. SOW certificates (VIP lunch arrangements) and playtime privileges (VIP apparatus and equipment arrangements) are all incentives and rewards for individuals/classes following the rules, ethos and core values of the school. Anybody failing to do so may find themselves missing a segment of future play/lunchtimes to reflect upon and discuss the changes that need to be made to their behaviours. If a pupil does not improve their behavioural choices they will then be sent to Time Out for a designated amount of time measured by sand-timers within the area.

Educational Visits

Trust and safety are absolutely essential to the success of educational visits. If any individual has demonstrated any unsafe behaviours at school; or has repeatedly refused to follow an adults instruction the first time, they will not be allowed to attend any educational visits unless accompanied by their own parent/carer. We must ensure that all pupils in our care are safe, and that all of our staff members feel safe whilst they are responsible for our pupils, particularly when they are not on school premises. If unsafe behaviours manifest whilst on a trip, a member of staff will return any individual to school with immediate effect or request that a member of SLT does so.
Through collaboration we can create and maintain a culture of excellence where pupils feel safe and are able to succeed and flourish. The common aim to achieve impeccable conduct and high standards of behaviour from pupils who are proud of themselves and their contribution to Penwortham.

### School Staff

All staff must follow the behaviour policy consistently with a strong focus on positive praise and analysis of the behaviour not the child. Provide a positive, orderly and safe learning environment where the pupils well-being is being looked after. At all times members of staff must model the behaviour that is expected of pupils.

### Pupils

We expect pupils to follow the rules of the school and the classroom at all times. On any occasions when behaviour slips below the desired level of expectation, we expect pupils to use reflection time as an opportunity to change their mind-set and choose more positive behaviours promptly. Pupils are expected to take responsibility for their own behavioural choices.

### Parents and Carers

Accept the standards and expectations of the schools behaviour policy at the point of enrolment and demonstrate the school’s behaviour for learning expectations themselves. Support the school in its efforts to uphold high standards and expectations by encouraging their child to behave appropriately. Parents/Carers also have the responsibility of ensuring that pupils get to school on time with the clothing and equipment needed to be successful.
**PENWORTHAM ANTI BULLYING POLICY**

1. Our Values Statement

   At Penwortham Primary School, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can have fun and can learn in a happy, relaxed and secure atmosphere. We believe that everybody has the right to be treated with respect, and that 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.

2. Goals and Objectives of this Policy

   2.1 Our Anti Bullying Policy works in conjunction with our behaviour policy, and aims to achieve the following:

   - All children feeling safe and able to learn, play, and enjoy the company of others.
   - All children treated fairly, with respect, and dignity.
   - All children able to be heard and their emotional concerns taken seriously.
   - All children aware of what bullying is and is not, and able to report their concerns in the knowledge that action will be taken where appropriate.

   2.2 We aim to achieve this by:

   - Showing commitment to overcoming bullying by practising zero tolerance
   - Informing pupils and parents of the school’s expectations and fostering a productive partnership, which helps maintain a bully-free environment
   - Making staff aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims.
   - Swift robust action with the aim of reconciliation primarily and sanctions as appropriate.
What Is Bullying?

Bullying is behaviour used with the intention of hurting another person. Bullying results in pain and distress to the victim. **Bullying is repeated over a period of time.** We recognise that bullying can take many forms:

- **Physical** - pushing, kicking, hitting, punching or any use of violence
- **Emotional** - deliberately excluding and isolating, tormenting (e.g. hiding books, threatening gestures).
- **Electronic** - improper use of internet and social media. Misuse of technology, i.e. camera and video facilities.
- **Verbal** - name-calling, sarcasm, spreading rumours, teasing.
- **Racist** - racial taunts, graffiti, gestures.
- **Sexual** - unwanted physical contact or sexually abusive comments.
- **Homophobic** - because of, or focussing on, the issue of sexuality.
Signs and Symptoms

3.1 A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs (some examples of which are listed below).

- Changes to their usual routine;
- is unwilling to go to school (school phobic);
- begins to truant;
- becomes withdrawn, anxious, or lacking in confidence;
- attempts or threatens suicide or runs away;
- cries themselves to sleep at night or has nightmares;
- feels ill in the morning;
- begins to do poorly in school work;
- comes home with clothes torn or books damaged;
- has possessions which are damaged or "go missing";
- has unexplained cuts or bruises;
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating;
- is frightened to say what's wrong;
- is afraid to use the internet or mobile phone;
- is nervous and jumpy when a cyber-message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. These investigations will be swift and child sensitive so that trust is upheld and situations are not potentially made worse.

3.2 Preventing Bullying

To reinforce the school ethos we will termly and during Anti Bullying Week, or when bullying occurs, discuss bullying and reinforce the following strategies:

- Speak out; silence is the bully's greatest weapon
- Remember that you do not deserve to be bullied. It is wrong
- Be proud of who you are. “It is good to be you”
- Try not to show the bully you are upset – bullies thrive on fear.
- Stay with a group of friends/people. Safety in numbers.
- Be assertive – shout ‘No!’ Walk away confidently. Go straight to a member of staff.
4. Strategies Employed to Address Issues of Bullying

4.1 Procedures

- Report bullying incidents to staff and all bullying incidents will be recorded by staff.

- When a child reports that he/she is being bullied it’s important to gather all facts from both sides. This includes talking to the bully and any witnesses.

- Either take a statement from the children concerned or ask them to write down exactly what happened, who was there and what led up to the incident.

- In serious cases parents should be informed and will be asked to come to a meeting to discuss the problem. If necessary and appropriate, police and or social services will be consulted.

- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.

- Support will be given to help the bully (bullies) recognise and change their behaviour – this will usually be done in tandem with the class teacher and appropriate phase leaders.

Support will be given to the victim(s) of bullying to help build self-esteem – this will usually be done in tandem with the class teacher and relevant staff. (possibly a referral to Place2be).
4.2 Outcomes

The bully (bullies) will be asked to genuinely apologise. Other consequences may follow. The Behaviour Policy should be referred to as it outlines our sanctions system.

- In serious cases, fixed term exclusion or even permanent exclusion will be considered.
- If possible, the pupils will be reconciled.

After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

4.3 Prevention

- Penwortham Primary School acts to prevent and counter bullying through a range of explicit anti-bullying interventions alongside more implicit positive behaviour reinforcement activities. As outlined in our Behaviour Policy, we place a great deal of emphasis on encouraging and supporting children to treat each other and adults with respect and kindness. We model and reward considerate behaviour towards others and make clear the values of respect by which we operate at Penwortham Primary School.
- Children are helped to take responsibility for their actions and, just as importantly, to make amends for any misdemeanour. By doing so, the likelihood of bullying behaviour is diminished, as children are called to account for their actions, as well as secure in the knowledge that if they have experienced bullying by others, action is taken by the school.
- Penwortham Primary School recognises the UK national Anti-Bullying Week annually – raising awareness of what bullying is and isn’t, and how to respond to bullying. Teaching teams reinforce learning throughout the year through PHSE and Circle Time sessions with their class.
Penwortham Primary School
Behaviour Chart

Congratulations
Super Owl!

AMAZING - YOU ARE NEARLY THERE!

KEEP UP THE GREAT BEHAVIOUR!

LET'S GET OFF TO A GOOD START!

THINK ABOUT IT!

THIS IS YOUR LAST CHANCE TO IMPROVE.
<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>In class time out</td>
<td>Out of class time out</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What have I done?

Circle the core value that you broke: **collaboration excellence nurture respect equality aspiration creativity courage**

Why did I make that choice?

Next time I will make better choices and...

I am ready to make better choices so you will see me...

I am ready to make better choices so you will hear me...
<table>
<thead>
<tr>
<th>Date:</th>
<th>Person Investigating:</th>
<th>Children Involved and Class</th>
</tr>
</thead>
</table>

## Penwortham Primary School

### Behaviour Incident Sheet

**When did the incident occur?**

**Details of the incident:**

**Agreed Actions**
# Behaviour / Incident Slip

**Class:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Pupil's Name</th>
<th>Class</th>
<th>Name of Parent / Carer Contacted</th>
<th>Brief report (if appropriate)</th>
<th>B.I.N.</th>
</tr>
</thead>
</table>

**Describable Behaviour:**

- Classroom disruption
- Inappropriate playground behavior
- Disrespectful to an adult
- Ignoring adult instructions
- Being uncooperative
- Poor behaviour in dinner centre
- Poor attitude towards learning
- Incident leading to an injury

**Parent Contacted:**

**Important - For the Attention of Parent / Carer:**

Please take this opportunity to discuss this with your child or, if you would like, your child’s Class Teacher at the beginning or end of the school day.

**Penwortham Primary School - Tel: 020 8769 3949**
### INCIDENT REPORT FORM (FRONT)

**To be completed**

<table>
<thead>
<tr>
<th>Child’s name:</th>
<th>Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Please tick:**

<table>
<thead>
<tr>
<th>AH</th>
<th>Persistent low level disruption to learning (after time out in other class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AH/DH</td>
<td>Behaving in an un-safe way which has or could have caused injury.</td>
</tr>
<tr>
<td>AH/DH/HT</td>
<td>Disobedience e.g refusing to do what an adult asks.</td>
</tr>
<tr>
<td>AH/DH/HT</td>
<td>Verbal aggression or intimidation.</td>
</tr>
<tr>
<td>AH/DH</td>
<td>Inappropriate language</td>
</tr>
<tr>
<td>AH/DH</td>
<td>Leaving the classroom/running around school</td>
</tr>
<tr>
<td>AH/DH/HT</td>
<td>Stealing</td>
</tr>
<tr>
<td>AH/DH/HT</td>
<td>Expressing intolerant/prejudiced views</td>
</tr>
<tr>
<td>AH/DH</td>
<td>Persistent or serious lying</td>
</tr>
<tr>
<td>AH/DH</td>
<td>Deliberately damaging property</td>
</tr>
<tr>
<td>AH/DH/HT</td>
<td>Physical aggression or intimidation.</td>
</tr>
<tr>
<td>DH/HT</td>
<td>Any form of bullying</td>
</tr>
</tbody>
</table>

Other (please specify):

Further details, if needed (please note here if a child was restrained and by whom):

**Account of incident**

**Is there a bullying concern?**
Yes/No/Monitor

**Location:**

<table>
<thead>
<tr>
<th>Classroom</th>
<th>KS1 Hall</th>
<th>KS2 Hall</th>
<th>Corridor</th>
<th>Stairs</th>
<th>ICT suite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outside school</td>
<td>Playground</td>
<td>Toilets</td>
<td>Dinner hall</td>
<td>PE</td>
<td>Other:</td>
</tr>
</tbody>
</table>

**Who else was involved:**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Teaching assistant</th>
<th>Group of children</th>
<th>Individual child</th>
<th>Different year group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same class</td>
<td>Different class</td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Agreed Consequence (reflection, contact parents)

Confirm matter resolved with teacher and consequence has happened (tick or comment):

Signature of HT/DT/AHT other LT

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**PLEASE INFORM THE CLASSTEACHER AND THE PERSON COMPLETING THE FORM ABOUT NEXT STEPS (VERBALLY OR BY COPYING THE FORM). RETURN THE ORIGINAL TO THE DH FOR THE BEHAVIOUR FOLDER**

**Possible consequences (please tick all relevant)**

<table>
<thead>
<tr>
<th>Possible consequence</th>
<th>Tick</th>
<th>Possible consequence</th>
<th>Tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>Removed from class</td>
<td></td>
<td>Verbal apology</td>
<td></td>
</tr>
<tr>
<td>Written apology</td>
<td></td>
<td>Discussion with pupil</td>
<td></td>
</tr>
<tr>
<td>Miss break/lunchtime</td>
<td></td>
<td>Internal exclusion</td>
<td></td>
</tr>
<tr>
<td>‘Community payback’</td>
<td></td>
<td>Fixed term exclusion</td>
<td></td>
</tr>
<tr>
<td>Behaviour report</td>
<td></td>
<td>Parents informed – requested meeting</td>
<td></td>
</tr>
<tr>
<td>Payback learning (include period of time)</td>
<td></td>
<td>Refer to DH/HT</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>