



Euxton CE Primary School



Behaviour Management Policy

'In our Christian family we all SHINE in the light of Jesus'

Vision Statement

'In our Christian family, we all SHINE in the light of Jesus.'

Strong Christian ethos, built upon Christian values.

Happy memories - a fun, loving and caring place.

Inspirational teaching and learning; high expectations.

Nurturing, safe environment - all valued and success celebrated.

Everyone working as a team; all proud to belong.

'Let your light shine' Matthew 5:16

At Euxton Church of England Primary School we continuously strive to live our vision statement and SHINE through our actions, thoughts and words. We believe in providing the highest quality education for our children in a caring, positive atmosphere based upon Christian values and therefore prides ourselves on the warm relationships between staff and children. Each child must be given every opportunity to flourish, know that they are safe, unique, special and valued. At Euxton C.E. we provide a warm, happy and safe environment where children are guided to achieve their very best.

Policy Aims

Our aim is for children to take ownership of their own behaviour. In doing so they will learn to take responsibility for their own actions. Staff have worked closely together on the production and implementation of this policy. It is our aim through this policy to give children, staff and parents a shared sense of direction and to create a shared system for behaviour management in our school, with clear strategies, which promote respect and self-discipline through the development of our vision statement: '+We all SHINE in the light of Jesus'.

We believe that good behaviour comes through a purposeful, enjoyable and well-organised learning environment. Our behaviour policy supports learning and teaching. It is based on the right of everyone in school:

- To feel safe
- To feel respected
- To learn

In having these rights we accept that we have a responsibility to ensure that everyone else in school also enjoys the same rights.

We aim:

- To create a happy, caring, family atmosphere within our school in which everyone feels safe and valued.
- To promote good and responsible behaviour by the active implementation of our positive behaviour policy.
- To positively influence the behaviour of all pupils both within school and in the community it serves.
- To create a positive attitude to discipline which promotes good behaviour by raising morale and self esteem, and encouraging pupils to exercise self control and take responsibility for their own actions.
- To encourage all children to be honest and take responsibility for words and actions.
- To develop compassion and forgiveness in all members of our school community.
- To ensure that all members of the community have opportunities to rectify any lapses in responsible behaviour and see a way forward to, and be supported in making a fresh start.
- To have clear expectations and clear procedures, which are followed to ensure that all incidents are dealt with consistently and fairly.
- To provide a positive learning environment that encourages children to achieve maximum success in all they do, think and say.
- To contribute to the Personal, Social and Emotional Development of all children by explicitly teaching about behaviour as a progressive approach starting in the Early Years through to Year 6.

Policy into Practice

At Euxton C.E. Primary the following practices support behaviour and discipline. Staff and children believe in following our school rules which help us all to SHINE. They are underpinned by our Christian Values and British Values.

<u>School Rules</u>	<ul style="list-style-type: none"> ❖ Shine in work and play ❖ Respect ourselves, each other and God. ❖ Be kind, polite and helpful ❖ Be fair and truthful ❖ Be active in listening and learning 				
<u>Christian values</u>	Compassion Forgiveness	Friendship and Fellowship	Peace Hope	Wisdom Humility	Trust
<u>British Values</u>	Mutual respect	Tolerance	Democracy	Individual Liberty	Rule of Law

- Continuous responsible and good behaviour is always celebrated as part of daily school life and identified as expected behaviour for all.
- Important expectations of behaviour are displayed throughout the school environment and discussed regularly with children to deepen their understanding.
- Daily worships are used to provide opportunities for children to reflect on their behaviour and actions and consider how to make changes to move forward.
- During the first week of the autumn term, as part of a PSHE lesson, all classes develop their class agreement and expectations relating these to our school vision. These are seen as an essential part of classroom management and a collaborative means of promoting responsible behaviour. These are displayed alongside our school rules within class and all children and adults have ownership of these rules and are expected to follow them. They are continuously referred to throughout the year to evaluate their effectiveness.
- Within all classes teachers ensure that children have responsibilities and defined roles through which they are constantly encouraged to make the right choices. These roles support the children's developing understanding of taking responsibility for the community beyond themselves.
- Working with changing learning partners is an integral part of lessons, which helps the children to work collaboratively. It develops tolerance and understanding of different viewpoints and encourages children to learn from each other.
- All children belong to one of our four school teams: Air, Earth, Fire and Water. A system of house points operates throughout the school by which children can be celebrated for all aspects of academic and non-academic achievements, for effort, for being considerate, and being responsible. The children have a sense of belonging and work as a team to support each other to behave in a responsible manner. Children work hard not to 'let each other down'. A weekly total of house points is accumulated and displayed on the House Team Board in the school

entrance. All children are encouraged to support and challenge members of their house to try their best in all aspects of daily school life.

- To develop leadership skills and act as role models for each other, Year Six children are elected as Team Captains and roles as Year 6 Leaders. They have a responsibility to inspire all members of their team and school to be the best that they can be.
- All Year 6 children are given an area of responsibility through which they develop their leadership skills. They encourage all other children to live out our school vision statement. These roles provide our oldest children with the opportunity to problem solve and develop their understanding of service through leadership.
- Children in Year 5 and 6 are trained as Play Leaders and aim to be role models for younger children in both Key Stages at break and lunch times. They support others in trying to resolve conflict and through games encourage cooperative and inclusive play.
- Class Councillors are elected by peers, who then form a School Council to lead through example. They work together to drive forward school development.
- In daily worship, through prayer and extracts from the Bible, we consider how we have reflected Jesus in our thoughts, words and actions.
- When appropriate, targets are identified for both children and staff to achieve, this enables all the community to share in and recognise the progress being made.
- During lunchtime children are constantly encouraged to demonstrate ownership of their behaviour. They are explicitly taught how to use their manners when interacting with others and how to resolve any conflicts, which arise. Both staff and children celebrate role models.
- Welfare assistants work alongside children, playing games and organising time, to ensure constructive activities are taking place at lunch time. This develops deeper relationships and mutual respect.
- Bullying, racial harassment, equal opportunities are subjects covered in RE, PSHE, whole school and class worships with the intention of deepening every child's understanding of their significance.

Rewards

- Headteachers award: Pupils are awarded special Headteacher Award certificates and stickers for outstanding achievement. Awards are given for a range of achievements.
- Celebration assembly on a Friday morning enables the school community to gather and share weekly successes together. We celebrate achievements out of school by inviting children to share with us their success. Certificates and trophies can be brought in to our Friday celebration assembly to be presented and parents are welcome to attend.
- Superstar of the week: Every teacher chooses a child from their class each week to be superstar. This achievement is linked to our Christian Values due to

their attitude or as a result of work outcomes. Parents are informed and invited to our Friday Celebration Assembly to see their child receive their certificate. The children are also able to sit at the 'top table' for lunch each day for the week that they are superstar, with a friend of their choice.

- Weekly curriculum stickers are also presented by class teachers to celebrate children who SHINE in their learning and recognise achievements across the curriculum.

Parents are asked to help by:

- Supporting the school in sharing its vision, ethos and Vision Statement.
- Supporting the implementation of this policy through working in partnership with children and staff.
- Trusting the school to fulfil its promise to look after, care for and ensure that children are treated with equality through the assessment of need.
- Understanding the school has a responsibility to meet the needs of all children including those who have individual behaviour plans, which are related to their emotional and social needs.
- Reinforcing our school policies and expected behaviour to ensure that we are working together and not confusing children with mixed messages.
- Reinforcing our message that retaliation is unacceptable and that all incidents should be discussed and dealt with fairly.
- Remembering that sometimes mistakes are made by both children and staff, as we are all only human beings striving to live and learn as Jesus taught us. However, recognising that by working together these can be addressed and rectified to ensure that children receive the right messages and learn that mistakes do happen but how they are dealt with is important.
- Encouraging children to be honest and take responsibility, emphasising that all incidents can be dealt with effectively if the truth is told.

Role of Staff

In order to ensure continuity all members of staff have the following responsibilities:

- To always put the child first.
- To deal with all situations with love and empathy, valuing the dignity of all.
- To encourage all children to take responsibility for their own actions.
- To act as a role model for all children through what they say and do.
- To follow school expectations along with the children.
- To implement and evaluate all aspects of our school behaviour policy.
- To work in partnership with each other and with parents to ensure that unacceptable behaviour is dealt with effectively.
- To develop trusting relationships with parents to enable key messages to be worked on together, to provide consistent messages to each child.

- To create a safe environment where pupils feel respected and accepted by all, whether they make a mistake or not to encourage openness and trust.

Inappropriate Behaviour

Behaviour in our school is outstanding. Any incidents are rare due to excellent behaviour management and positive relationships between staff and children. However, at Euxton C.E. Primary School, we recognise that children do sometimes make mistakes, which can lead to unacceptable behaviour. In all cases it is the behaviour which is unacceptable and not the child. Therefore all our strategies are used to enable children to reflect upon their behaviour, take responsibility for their actions and decide how they can best rectify any situation, which may have occurred. We constantly encourage child self-evaluation, which is deeply intertwined within our whole curriculum and school. We are continuously striving to guide children to recognise that they have a community responsibility and therefore their actions can influence how another feels or acts. Within this message we seek to educate all children to understand that some members of our community will require more help to achieve this.

Support for children: Some children, through a variety of circumstances, find it difficult to manage their own behaviour. Our aim is to identify and co-ordinate a programme of support that will enable them to make appropriate choices with regard to how they behave. When we have a concern the teacher will informally meet with the parents to establish a working relationship. At this point we will share our observations and decide how to support the child. This could include short-term target setting for specific skills, practising routines and the use of circle time. Positive behaviour strategies and support can be accessed through out local CISS inclusion hub.

Specific identification and support: This involves the class teacher and parent coming to an agreement on the specific description of the main difficulties. From this a personalised termly Individual Behaviour Plan can be agreed and put into action. It is reviewed frequently with members of SLT to evaluate it's effectiveness and changes made where necessary to ensure it has a positive impact on behaviour.

Continual Disruption: We feel it is our duty to preserve the rights of children to learn and teachers to teach. Children will be told what they are doing and will be given a chance to alter their behaviour. On occasions some children will not respond to normal behavioural strategies. Should there not be a change in behaviour; children will then be given a 'Reflection' guide to complete (see below for example of form).

Procedures:

All unacceptable behaviour will be treated on an individual basis. Incidents occurring within class will always be dealt with by the class teacher, during break time by the teacher on duty and at lunchtime by a lead teacher or welfare assistant. The appropriate action to take will be decided by the person dealing with the incident. However if support is required it will be sought and advice asked for. The emphasis is

on positive action (recognition and reward) rather than negative action (punishment). Problems which occur should be dealt with promptly and constructively.

The following strategies will be used for low level disruption in class:

- Non verbal cues
- Verbal reminders of school rules, choices to SHINE, clarify expectations, remind pupil of previous good conduct
- Support from a member of staff to privately talk about unacceptable behaviour, impact on others and offer encouragement, a positive alternative by clarifying appropriate behaviour and promoting the task at hand
- Time out with support from an adult to reset expectations and regulate behaviour/emotions (no longer than 5 minutes)

Any incident will be investigated fully to establish all facts, taking into account reasons for behaviour, parties involved and share of responsibility. Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school.

All parties involved will be asked to reflect on the incident and consider the part they have played. Once children have accepted responsibility they will be then guided to decide what they would consider to be a suitable outcome. This enables them to own the consequence and accept further their part in the incident. Possible consequences could include missing a section of free time to discuss and reflect, loss of responsibility, removing objects thrown or mess created.

At this point it is hoped that apologies can be given and accepted. Records will only be kept if a child involved has an individual behaviour plan, an on-going behaviour log or if the teacher dealing with the incident considers it to be serious enough to record. CPOMS is used to monitor behaviour.

In cases where children are unable to accept responsibility and the collation of information does not clear up confusion or the incident is of a more serious nature, the incident will be referred to the class teacher who will investigate the incident further and decide appropriate next steps.

Occasionally when responsibility is still not accepted or when the incident is viewed as being very serious the child/ren will be sent to a member of the Senior Leadership Team or Headteacher who will decide what action to take.

In all cases the teacher dealing with the incident will decide whether or not to inform parents. Our policy is to provide all children with opportunities to take responsibility for their own actions and therefore not all incidents will be reported back to parents. However, this will depend upon the seriousness of the incident, the previous and current behaviour of the child and the outcome of the incident. There may be times when the teacher feels that although the incident has been dealt with and all parties

have apologised that parents should be informed to ensure that similar incidents do not happen again. At lunchtime all incidents will be brought to the attention of the lead teacher who will ensure that they have been dealt with in line with school policy. In the case of point 4, the lead teacher will refer the incident to the class teacher, SLT or Headteacher.

Unacceptable strategies to use:

At Euxton C.E. Primary School we value and respect all members of our community and therefore our policy is one of forgiveness and new starts. In our interactions with children we do not:

- Make assumptions based on prior behaviour trends.
- Arrive at conclusions based on hearsay or false witness.
- Shout loudly at children without giving them the chance to explain the reasons for their behaviour.
- Overreact so that children cannot differentiate between the levels of unacceptable behaviour.
- Respond in a negative way to a child, instead of dealing with the behaviour.
- Treat children unfairly, or with little continuity.
- Take situations personally and hamper objectivity.

Persistent or more serious incidents:

Persistent unacceptable behaviour will include bullying, disruption of lessons, racist taunts, physical aggression, continual bad language etc. This will be recorded on CPOMS and parents will be involved at a very early stage so that school and home can work in partnership to try to prevent such behaviour becoming more serious. This may lead to a child being placed on an IBP, which would be reviewed termly.

Serious incidents will include: physical assault, deliberate damage to property, stealing, leaving school without permission, verbal abuse, refusal to work, disruptive behaviour in class, racist taunts and bullying in any form. This type of behaviour is the responsibility of the Head teacher or SLT in her absence, who will deal with it severely, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded on CPOMS.

1. A verbal warning by the Headteacher and possible withdrawal from the classroom or playground for the rest of the day, with a request that parents come into school to discuss the incident.
2. A child may be placed on a weekly/daily report ensuring a dialogue between school and home. This should be reinforced with weekly meetings with parents.
3. A very serious incident may result in parents being asked to take their child home for the rest of the day as a fixed term exclusion.
4. At the meeting with parents to discuss the incident a warning is given about the next stage unless there is an improvement in the child's behaviour. If the problem continues then - further fixed term exclusions will be enforced.

5. On any other re-occurrences further exclusions will operate. At this point a case conference involving parents and support agencies may then follow to plan preventative strategies, which may provide extra support for the child.
6. Once 45 days exclusion has been exceeded a meeting between the parents and the Governing Body will take place.
7. If no marked improvement is evident then Permanent exclusion will be considered after consultation with the Governing Body and the LA.
8. Throughout the exclusion process reintegration procedures will be discussed and implemented to provide children with every possible chance for success.

Reflection guides

Often what means more than rewards and sanctions are comments from staff and smiles. The impact of stopping a child and saying 'I can see you SHINING because..' 'I noticed just how kind you were to ..., thank you, that was really nice of you', equally when one child has been mean to another phrases such as 'you know you don't feel happy about this and nor do they, but how can you fix this? What can you do next to repair this / make things better?'

We are a happy school. We strive not to have anyone feeling lonely for too long on the playground and have a buddy bench system in place to support this. You will seldom hear shouting in our school and the children have a strong sense of what is right and wrong. Our system of Reflection guides help children who have overstepped the mark to be reflective and this system is outlined below. During the school year any completed Reflection guides are logged on CPOMS and then kept in a file and used to track any possible patterns of behaviour which we need to address. At the end of the school year all forms are analysed and the results of which are shared with staff and governors. In turn this leads to positive change to reduce the likelihood of poor behaviour the following year.

Examples of unacceptable behaviour which would require the use of a Reflection guide may include:

- Hurting others
- Spitting
- Telling lies
- Bad language
- Being rude to an adult
- Being racist
- Damaging school property
- Continuous minor inappropriate behaviour with no sign of improvement
- Poor behaviour whilst kept in at breaks or a similar sanction period
- Letting down the school in public e.g. shouting / silly on a trip / swimming
- Any other inappropriate behaviour

Please note, these occurrences are rare but systems are needed to be in place should this type of behaviour be displayed.

STAGE 1: At Reflection guide level, if the offence occurred during a lesson, the child will miss the start of their next break time in order to discuss their behaviour and complete a Reflection

form. This is so that quiet time is given to reflect and ensure that the child is calm to go out to play and ready to learn at the start of their next lesson. If the offence is at play / lunch time then he / she can return to class at the end of break/after completing a Reflection form if calm and 'ready to learn'. If the offence is more serious than the above (eg. hitting an adult, etc. then the head teacher may decide to go directly to Stage 3). Parents will be informed if a child has completed a Reflection form that day.

STAGE 2: If behaviour does not improve or there is a reoccurrence of the behaviour, a formal meeting will be arranged with parents, class teacher and member of SLT to agree next steps to support positive behaviour management. These will be reviewed weekly.

STAGE 3: If after returning to class the child again needs to complete a Reflection guide within the same week then the child will be either internally excluded for a whole week or formally excluded at the discretion of the headteacher. Beyond this, exclusions for up to five days will be given at the discretion of the headteacher. Exclusions beyond that will only be used after consultation with the governors.

Should any incident of seriously inappropriate behaviour be of such a nature that the Headteacher feels that an immediate exclusion is the only reasonable consequence, then the Headteacher will exercise the right to exclude that pupil for as long as is deemed appropriate, irrespective of that child's position on the above Behaviour Monitoring system.

Our Behaviour Management System is enforceable by all staff.

Worship, Assemblies and PSHE

These areas play a major role in sharing feelings and values both within school and in the lives of the children outside school. The areas develop empathy and strongly reinforce the aims of the school. Whilst specific time is allocated to these areas in school it is also very important to seize any opportunity that educates children socially outside school.

Our Behaviour Management Policy has been carefully thought out and compiled to ensure that the rights to feel safe, respected and to learn are enjoyed by everyone in our school. Our system is such that continual breaches of our Behaviour Management policy by any individual are dealt with consistently and are fairly recorded. Our system will also ensure that the necessary evidence is available to justify sanctions imposed. By working together, and sharing this common framework, staff and parents will ensure that our children receive the guidance they need to become effective citizens not just of our school, but also effective citizens of the future.

Monitoring and Review

This policy is monitored by the headteacher, who reports to Governors about the effectiveness of the policy on request.

Example of a Reflection guide:

REFLECTION GUIDE

‘In our Christian family, we all shine in the light of Jesus’

Name:.....

Class:.....

Date and Time:.....

Completed with:.....

What did I do? Who did it affect?

Circle which of our rules/Christian values/British values this affected:

School Rules	<ul style="list-style-type: none"> ❖ Shine in work and play ❖ Respect ourselves, each other and God. ❖ Be kind, polite and helpful ❖ Be fair and truthful ❖ Be active in listening and learning 				
British Values	Tolerance	Mutual respect	Democracy	Individual Liberty	Rule of Law
Christian values	Compassion Forgiveness	Friendship and Fellowship	Peace Hope	Wisdom Humility	Trust

Why did I do it? Which zone was I in?

Blue	Green	Yellow	Red
Bored Tired Sick sad	Focused Calm Happy Ready to learn	Silly Worried Frustrated anxious	Angry Out of control

How could I help myself get back to Green when I feel like this?

Who could help me?

Next Steps (completed by adult and agreed/shared with child):

Follow-up action (please circle as appropriate):
Class teacher/Parents/support in class/review with
child/refer to SLT/wellbeing referral/logged on
CPOMS/individualised behaviour plan

Reviewed a week later on:.....

Further action required/No further action
required

(please delete as appropriate)



Euxton CE Primary School

Anti-Bullying Policy



'In our Christian family we all SHINE in the light of Jesus'

Intent

At Euxton CE Primary School, we are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure setting. Bullying of any kind is unacceptable at our school.

What is 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. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child's life, or a series of such incidents.' Bullying can be instigated by all members of a community, children and adults alike.

At Euxton CE Primary School we understand bullying to be:

- Deliberately hurtful (sometimes aggressive).
- Repeated over a period of time.
- Difficult for victims to defend themselves against causing pain and distress.

Bullying can be:

- **Emotional** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures) damage to reputation, identity theft/impersonation, revealing personal information, threats
- **Physical** pushing, kicking, hitting, punching or any use of violence
- **Damage** to property e.g. graffiti, personal property
- Inciting other to bullying behaviour e.g. encouraging pupils with SEN to bully others so that they receive the consequence rather than the instigator
- **Literature:** e.g. distribution/possession of posters/leaflets, literature or material, e.g. pornography, wearing or display of offensive insignia
- **Victimisation after previous complaint** e.g. bullying due to either victims or bystanders speaking out as a result of a past bullying incident
- **Racist** - racial taunts, graffiti, gestures
- **Sexual** - unwanted physical contact or sexually abusive comments
- **Homophobic** because of, or focusing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing, swearing
- **Cyber** All areas of internet, such as e-mail & internet chat room misuse (e.g. Facebook, Bebo) video hosting sites (You Tube) Instant messaging (MSN, Yahoo, AOL)

Mobile threats by text messaging, calls and photos. Misuse of associated technology, i.e. camera & video facilities Webcam.

Types of bullying - Bullying can happen for a large number of reasons but the most common are listed below.

- **Homophobic** (any incident perceived by the alleged victim or any other person to be targeted around being lesbian, gay or bisexual. People do not have to be lesbian, gay or bisexual to suffer homophobic bullying)
- **Racist** (any incident perceived to be racist by the alleged victim or any other person. Incidents related to religion, culture or those involving pupils who identify as Gypsy/Roma traveller)
- **Related to disability, SEN or health** (behaviour perceived to be insulting to people with a range of medical, mobility, sensory, mental health or learning impairments. Incidents related to other health or Special Educational Needs come under this heading too)
- **Related to home circumstances** (e.g. young carers or children in care)
- **Sexist** (incidents perceived to be demeaning to a gender in general. If unchallenged this can eventually lead to domestic violence)
- **Sexual** (incidents include intrusive language, damage to sexual reputation, inappropriate touching and other behaviour perceived to involve unwanted sexual attention)
- **Transphobic** (incidents are those perceived to be insulting to someone's gender identity or to transgendered people)

Why we respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who are bullying need to learn different ways of behaving and recognise that their present behaviour is unacceptable.

Aims and Objectives

In our school bullying will not be tolerated. Children and parents should be assured that they will be supported when bullying is reported because as a school we take bullying seriously. At Euxton CE Primary School we therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a TELLING school which means that anyone who knows that bullying is happening is expected to tell staff.

This policy aims to provide children, staff, parents and governors with a clear understanding of what bullying is and to ensure that all members of our community are respected and valued. We aim as a school to produce a safe and secure environment where all can learn without anxiety.

We aim:

- To clearly state that bullying will not be tolerated in our school and will always be

taken seriously and dealt with immediately.

- To involve and work alongside all members of the community in the practice of this policy. We aim to make all those connected with the school aware of our opposition to bullying, and make clear each person's responsibilities with regard to the eradication of bullying in our school.
- To implement our positive behaviour policy and follow strategies outlined in an attempt to provide no opportunities for bullying to take place.
- To provide a safe environment, this encourages all children to expose any form of bullying, with confidence.
- To ensure that children, staff and parents know what to do if bullying arises.
- To contribute to the Personal and Social Development of all children.

What are the signs and symptoms of bullying?

A child may indicate by signs or behaviour that s/he is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to make little progress in school work
- has possessions go "missing"
- has unexplained cuts or bruises
- comes home starving (lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Policy into Practice:

At Euxton CE Primary School we are continuously creating an open, listening school where all children can discuss their opinions and feelings in many different ways. We believe that openness encourages honesty and provides a safer environment where bullying is more difficult.

Preventative Strategies

It is the responsibility of all within the school to maintain the ethos and discipline codes, which have been agreed. Pupils need good models from adults, from which they may develop their own self-discipline (refer to Behaviour Policy). We are committed to:

- Focusing on what is going well
- Giving plenty of praise appropriately
- Making clear it is the behaviour which is unwanted - not the child
- Drawing attention to good behaviour
- Giving clear and regular reminders of what is expected
- Teaching good behaviour/ manners through our own conduct
- Setting an example ourselves, in dress, manner, courtesy and care

Similarly we expect all adults to treat one another with respect so that appropriate models of behaviour are recognised by children. If an adult feels bullied by another adult including parents, staff or governors, this should be immediately reported to the Head Teacher.

In the case of bullying by the Headteacher, this should be reported to the Chair of Governors.

We use a range of strategies and teaching methods to eliminate bullying before it is an issue:

- **At whole school level:** Issues surrounding bullying are covered within the curriculum, with the intention of deepening every child's understanding of their significance. Awareness raising through Anti-Bullying, assemblies or lessons. Strong values based whole school and key stage assemblies. A themed week takes place each year to highlight the effects of bullying ('say no' to bullying week). Clear Anti-Bullying policy which all members of the school are aware of. Anti-Bullying message embedded throughout the curriculum. Reward system for positive behaviour see the Behaviour policy for details. Playtime leaders on the playground. Pupil consultation through the School council. Ask it baskets around the school.

We remember the phrase '**STOP**' to help us understand what bullying is - it happens **Several Times On Purpose** and we use this phrase to know what to do if bullying occurs - **Start Telling Other People**. (See child friendly version below).

At class level: Through Circle Time and PSHE curriculum. Children are taught how constructively to manage their relationships with others. Children are taught how to solve problems through conflict resolution. Buddy system for new children. Play leaders in Y5 and Y6 who play with our KS1 children. Class agreements are established at the

beginning of the school year, which promote positive behaviour and agree class expectations. The roles and responsibilities of staff and pupils are made clear. These rules along with school rules are regularly referred to throughout the year. Schemes of work include teaching about keeping safe when using technologies. Online safety learning provides children with the tools to know what to do when they feel unsafe online (online safety policy).

At individual level: Supervision of all accessible areas of the school. Internet use policy. Children are not allowed to be in possession of mobile phones during the school day, these are kept securely in the school office.

This helps:

- raise awareness about bullying behaviour, its effect on emotional health and well being, and how it will be combated.
- develop personal and social skills through the promotion of friendship skills, assertiveness skills, conflict resolution and problem solving skills, communication skills and the exploration of spiritual and moral values.
- build and maintain self-esteem.
- promote positive role models and positive pupil/staff relationships.

The Role of Governors

- The Governing Body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Governing Body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The Governing Body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly.
- The Governors require the school to keep accurate records of all incidents of bullying and to report to the Governors on request about the effectiveness of school anti-bullying strategies.
- The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the Governing Body notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the Governing Body.

The Role of the Headteacher

- It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff is aware of the school policy and know how to deal with incidents of bullying.
- The headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.

- The headteacher ensures that all children know that anti-bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments.
- The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of the Staff

- Staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep their own records of incidents that happen in class and are aware of in school, or ensure that the headteacher is aware and makes notes. CPOMS is used to log incidents.
- In dealing with bullying incidents, staff observe five key points:
 - Bullying will not be ignored.
 - Staff should not make premature assumptions.
 - All accounts of the incidents should be listened to fairly.
 - Staff will make every effort to adopt a problem-solving approach which encourages pupils to find solutions rather than simply justify themselves.
- There will be follow up to check bullying has not resumed.
- If teachers witness bullying they do all they can to support the child who is being bullied. If a child is being bullied over a period of time then, after consultation with the headteacher, parents are informed. They also spend time talking to the child who has bullied; explaining why their actions were wrong and endeavour to help the child change their behaviour in the future.
- If a child is repeatedly involved in bullying then the headteacher is informed and the child's parents are invited into school to discuss the situation. Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children it is our aim to prevent incidents of bullying.

The Role of Parents

- Supporting the school in sharing its vision, ethos and Vision Statement.
- Parents who are concerned that their child might be being bullied, or who suspect their child may be the perpetrator of bullying, should contact the headteacher immediately.
- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.
- Reinforcing our school policies and expected behaviour to ensure that we are working together and not confusing children with mixed messages.
- Supporting children at home as they use the online environment.
- Ensuring that the word bullying is used appropriately and not used to describe one off incidents.

- Recognising that our school seeks to help all children, including those children who bully others.

Procedures for dealing with bullying:

- When reported or witnessed all incidents of suspected bullying will be dealt with promptly.
- The incident will be investigated fully to establish all facts, taking into account possible reasons for bullying, parties involved and share of responsibility.
- Incidents which are assessed as examples of unacceptable behaviour and not bullying will then be dealt with following procedures outlined in the schools behaviour policy.
- Incidents of bullying will immediately result in further action:

1. The victim will be reassured that they are safe, that the matter is being dealt with very seriously and that no further bullying will now take place. Parents of the victim will be informed of the situation and be told how the school has dealt with the incident. Parents will be asked to discuss the situation with their child and inform the school if any further incidents occur or if any change in behaviour would suggest that bullying has reoccurred. Monitoring will be put in place to ensure that no further bullying takes place. All staff will be alerted to the situation and will be asked to report any signs of bullying. Formal records on CPOMS will be started and any future incidents will be added.

2. The bully/ies will be asked to take responsibility for their actions and will hopefully wish to apologize for impinging upon another person's safety and freedom. Parents of the bully/ies will be informed and will be asked to work alongside the school to ensure that such behaviour does not reoccur.

- All incidents of bullying will be treated individually and punishments will be appropriate to the situation. In all incidents we will attempt to reconcile children and offer all a chance to make a fresh start. We recognise that bullies also need help and support if they are to become responsible members of our community.
- Where other strategies do not resolve the problem, or where the bullying is of a very serious, persistent nature, particularly where violence is involved, exclusion will be justified. In some extreme cases the exclusion may be a permanent one. In such cases Lancashire's exclusion policy will be followed.

As we deal with incidents on a daily basis we will follow five key points:

1. Suspected incidents of bullying will always be investigated and never ignored.
2. Premature assumptions will not be made - all incidents will be thoroughly investigated.
3. All accounts will be listened to carefully - we recognise that several pupils saying the same thing does not necessarily mean that they are telling the truth.
4. A problem-solving approach will always be adopted which moves children on from

justifying themselves and their actions.

5. Incidents of bullying will be followed-up repeatedly to ensure that bullying has not resumed.

In cases involving children with EHCP or behaviour plans it is important to follow procedures outlined in their individual plans. All members of staff will need to be aware of any children who follow such plans to ensure that there is continuity in their implementation. Strategies to use must be clearly communicated to all staff and the class teacher should be informed of any incidents which occur outside the classroom to ensure that CPOMS is updated.

We aim always to create a supportive culture where all teachers are able to support any individual teacher who is responsible for implementing behaviour plans in their own classrooms. As a school we recognise that behaviour difficulties need a team approach. We recognise that some children are unable to conform to common rules and it is our responsibility to differentiate our structure to ensure that such children are offered every possible chance to succeed without endangering the health and safety of others.

It is the responsibility of every member of the school community to contribute to the ethos of our school vision statement and its reflection in all areas of school life.

Responding to a Complaint from a Parent/Guardian

At Euxton CE Primary School we have a complaints procedure which parents can access. Parents reserve the right to contact the Governors of the school.

Who to contact

Often the child's class teacher will be able to deal with the matter and answer any questions. More serious problems may require intervention of a senior member of staff.

Monitoring and Review

The whole staff will monitor this policy and practice and the outcomes will be reported to the Governing body. The Governors will review this agreed policy annually, considering reported incidents and comments from pupils, staff (teaching and support), parents and governors.

Reviewed by M. Ash & I. Ball September 2024

Related documentation:

- Behaviour Policy
- Teaching, Learning and Assessment Policy
- Special Educational Needs Policy
- Online Safety Policy

Useful contacts

A list of useful contact numbers, websites etc for bullying issues, include:

Phone numbers:

Childline - **0800 1111** - A free, confidential helpline for children and young people offering advice and support, by phone and online, 24 hours a day.

EACH - **0808 1000 143** - a free phone helpline for children experiencing homophobic bullying. Open Monday to Friday 10am-5pm

Parentline Plus - **0808 8002222** - a free 24hr phone helpline for anyone caring for children or textphone 0800 783 6783 for the deaf or hard of hearing

Websites:

Anti-Bullying alliance - www.Anti-Bullyingalliance.org.uk - information, resources and advice relating to bullying

Beatbullying - www.beatbullying.org - resources and lesson plans looking at the issue of bullying for primary and secondary aged pupils

Kidscape - www.kidscape.org.uk - Bullying advice, helpline, information, Anti-Bullying resources and training

NSPCC - www.nspcc.org.uk - advice on what to do if you are being bullied or see someone who is

Think U Know - www.thinkuknow.co.uk - Website for cyberbullying and e-safety information. Has separate areas for parent/carers, staff and children aged 5-7, 8-10 and 11-16



Child Friendly Version of Antibullying Policy



What is bullying?

In our school a bully is someone who hurts someone more than once, deliberately using behaviour which is meant to hurt, frighten or upset another person.

Bullying can be.....

Emotional: Hurting people's feelings, leaving you out, making you feel bad.

Physical: Punching, kicking, spitting, pushing, theft.

Verbal: Being teased, name calling, being rude.

Racist: Calling you racist names, graffiti.

Cyber: Saying unkind things by text, email, social media.

When is it bullying?

Several
Times
On
Purpose



Remember some things you say to someone may be said to try and be funny but it may be hurtful to that person. **Think before you speak!**

Who can I tell?

- ✓ A friend
- ✓ A family member
- ✓ School Member of Parliament
- ✓ Any teacher at school or any adult in school
- ✓ Someone you trust
- ✓ Anybody near you

MOST IMPORTANTLY

If you feel you are being bullied :

Start
Telling
Other
People

If you are bullied:

Do

- ✓ Ask them to stop if you can.
- ✓ Use eye contact and say stop
- ✓ Ignore them.
- ✓ Walk away.
- ✓ **TELL SOMEONE!**

DON'T

- ✗ Do what they say.
- ✗ Get angry.
- ✗ Hit them.
- ✗ Think that it is your fault.
- ✗ Do not retaliate.
- ✗ Hide it.



What should I do if I see someone else being bullied?

Don't walk away and ignore the bullying.

- 🌀 Tell the bully to stop if it is safe to do so.
- 🌀 Don't stay silent or the bullying will keep happening.
- 🌀 Don't lose your temper.
- 🌀 **TELL SOMEONE.**

The Head Teacher, Governors, Staff and School Council will work together to:

- ✓ Make our school a place where everyone can feel happy. That means no bullying allowed.
- ✓ We will help everyone to get on with each other and we believe that everyone has the right to feel safe and be themselves.