



Morton CE Primary School

Behaviour and Anti-Bullying Policy 2022 – 2023

Policy Co-ordinator: Executive Headteacher/Head of School
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Hand in Hand, Together we can...Respect, Achieve, Enjoy, Believe

*“And so encourage one another and help one another, just as you are now doing.” 1
Thessalonians 5.11*

Introduction

This policy outlines the purpose, nature and management of pupils’ behaviour and their personal social development.

This policy has been drawn up through discussion and reflects a consensus of opinion.

The implementation of this policy is the responsibility of the Executive Headteacher, Head of School and all the staff.

The Nature of Behaviour

Behaviour is about the personal development of the individual and their attitudes to society and the people they meet within that society.

Socially acceptable behaviour is that which benefits the whole community and not just the individuals. It is important to know right from wrong and to have the ability to make correct choices in deciding what is right and wrong.

The personal development of a pupil is measured by the sensitivity that they show in responding in a calm, caring manner towards situations they find themselves in.

Entitlement

All pupils and adults work in an orderly community in which effective learning can take place.

All pupils have the opportunity to develop a sense of self discipline and an acceptance of responsibility for their own actions.

All pupils and adults are given mutual respect and an appreciation of their needs.

All pupils and adults develop a positive attitude to behaviour.

All pupils and adults have the opportunity to develop positive self-esteem.

All pupils and adults to enjoy a welcoming environment where good relationships can develop and evolve.

All pupils and adults have the right to work in a safe and secure environment in which they can develop as positive, responsible and independent members of the school community.

All pupils and adults are able to enjoy their time at school.

Implementation

Good attitudes are best developed when the children experience a curriculum that is relevant, appropriate and presented in a stimulating way.

Staff will be in their classrooms to welcome the children at the start of each session. Staff will be notified that in two minutes time the bell will be rung to signify the end of morning and afternoon breaks and lunchtime.

Staff will be aware that some behavioural problems stem from the pupil's personal problems or difficulties and will look for reasons for the behaviour.

Attempts to de-escalate situations will be made in order to prevent confrontations.

Pupils should be made to see that it is the behaviour that is not acceptable and not the pupil as a person.

Staff will be alert to signs of bullying, racial and gender harassment. All such behaviour will be dealt with firmly and sensitively. The bully will be treated as an instigator and also as a recipient of the behaviour. Children will be encouraged to confide in staff should they experience anti-social behaviour of this nature.

Parents should be informed if a child's behaviour is beginning to give cause for concern before it reaches totally unacceptable levels. It is beneficial to discuss behaviour both at school and at home. Parents should be encouraged to avoid permissive or harshly punitive responses to aggressive behaviour which encourages violence. Parents will be made aware that all their child says may not be necessarily correct in every detail.

It is important that the emphasis is on the positive approach of encouragement and praise rather than on the more negative one of criticism and punishment.

Praise will be given in many ways which may include:

- a quiet word or encouraging smile
- a written comment on pupils work
- a visit to another member of staff for commendation
- a public word of praise in assembly or a class
- the award of a House Point
- displaying pupils work in a prominent place
- a Star of the Week certificate for effort in work or general attitude to school
- a letter home to parents.

Staff should avoid punishments which humiliate pupils. Whole class punishments should be avoided in order not to build up resentment in the innocent.

Sanctions which may be used are:

- Immediate checking of misbehaviour by verbal and non-verbal individual and public indications of disapproval.
- Work to be repeated where it is clearly below the pupil's potential.
- A minor penalty, where possible, relevant to the offence.
- Loss of part of play time or, in more severe cases, the whole play time. (Pupils must be supervised)
- Withdrawal from one class to another for a short period of time with a member of staff's agreement.
- Referral to the Executive Headteacher/Head of School.
- Parental consultation, preferably at an early stage.
- Temporary exclusion in extreme cases (maximum 15 school days per academic year).
- Permanent exclusion.

All sanctions should be seen to be fair by the pupils and applied consistently.

Acceptable social behaviour should include these values:

- Politeness to all at all times.
- The settling of disagreements without the use of physical or verbal abuse.
- Moving around the school in an orderly manner.
- Pupils taking care of their bags and coats and storing them in appropriate places.

- Showing care for the property of the school and other people.
- Working quietly.
- Listening when staff, visitors or other pupils are talking to them, either individually or in groups.

Teaching and non-teaching staff on duty will deal with misbehaviour as it happens. In cases where the misbehaviour is of a more serious nature then the matter should be made known to the pupil's class teacher.

Dealing with Failure to Engage in Learning and Off Task Behaviour

It is appropriate to ensure pupils receive their full curriculum entitlement. Therefore, if pupils (who are reasonably capable of doing a task) fail to do so to a satisfactory standard, staff should require pupils to use break times, lunchtimes and additional home learning to catch up. It is particularly important that all staff are empowered to do this and actively supported by class teachers and senior leaders.

Physical Intervention and Restraint

In extreme circumstances where a child is at risk of causing themselves or others significant harm or compromising a safe environment, it may be appropriate to use physical intervention. Staff members have received Team Teach training. Please see the

Government guidelines: [Use of Reasonable Force - Advice for headteachers, staff and governing bodies](#)

Anti-Bullying

Bullying is unacceptable and will not be tolerated in school. Bullying is the use of physical, verbal or emotional aggression repeatedly over a period of time. It can be inflicted by an individual or group, by a child or an adult and can include 'cyber bullying'.

New legislation supports the school's firm determination to deal with bullying against any individual or group covered by the following characteristics:

- Age
- Disability
- Gender
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion and belief
- Sexual orientation

What is Bullying?

The Lincolnshire Children's Services Anti Bullying Strategy defines bullying as:

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally".

To help the children understand this we use the following:

- S – Several
- T – Times
- O – On

- P - Purpose

Bullying can take place between individuals or groups; face to face, indirectly or using a range of cyber bullying methods, the recognised categories are:

- **DIRECT PHYSICAL BULLYING:** Hitting, kicking, pushing, taking or hiding/damaging belongings including money
- **DIRECT VERBAL BULLYING:** Name calling, teasing, insulting, using verbal threats
- **INDIRECT BULLYING:** Looks, social exclusion, spreading rumours, gossiping, and graffiti

Signs, Symptoms & Effects

Children and young people who are being bullied may show changes in behaviour, such as:

- Becoming shy and nervous
- Feigning illness
- Taking unusual absences
- Clinging to adults

All staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

Effects can be

- Changes in work patterns
- Lacking concentration
- General unexplained behaviour.

Reporting

Clear and well publicised systems for reporting bullying are in place for all, this includes those who are the target of bullying or who have witnessed bullying behaviour (bystanders).

- Children, whether the victim or bystander should report any incidents of bullying to the staff member on duty at break times or their class teacher as soon as possible.
- Children can also make reports to the ABC's (Anti Bullying Champions).
- Leaders who will then report back to a member of staff
- Parents / carers can contact their child's class teacher or the Headteacher by phone, email or written message to report any incidents or concerns
- All staff and visitors should report any incidents to the staff member on duty.

To help the children remember this we use this to remind them who to tell:

- S – Staff
- T – Teachers
- O – Or
- P – Parents

Responding

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident should be dealt with immediately where appropriate by the member of staff who has been approached
- A clear account of the incident must be recorded
- Class teachers will be kept informed
- Parents will be kept informed
- Measures will be used as appropriate and in consultation with all parties concerned in line with the school's behaviour policy

- The Police should be notified if appropriate

Children and young people who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with an adult of their choice who listens and takes the situation seriously
- Reassuring the child/young person
- Offering continuous tailored support as appropriate
- Restoring self-esteem and confidence.

Children and young people who have displayed bullying behaviour will be helped by:

- Discussing what happened
- Discovering why they became involved
- Establishing the wrong doing and their need to change and identify available support
- Restorative Justice approach in line with the School's Christian Values.
- Informing and supporting parents or carers to help change the child or young person's attitude
- Maintaining ongoing communication with parents or carers

When all other responses have been exhausted the following disciplinary steps can be taken:

- Official warnings to cease offending
- Withdrawal of privileges
- Detention
- Exclusion from certain areas of premises
- Internal exclusion
- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion
- Police involvement

APPENDIX 1

Protocol for use of Yellow and Red Cards

Purpose:

To support current behaviour management policy and classroom strategies. To reinforce positive behaviour choices from all children. To ensure a good system of record keeping for behaviour management.

Sphere of use:

- They support a positive environment where children can coexist in safety and happiness.
- They support the school's ethos and aims and values.
- Yellow and Red cards should only be used when previous classroom and playground behaviour codes have been followed.
- They are given by any member of staff in a calm manner.
- Children need to be given clear choices and consequences before they are used.
- Reasons for the card must be recorded and explained to the children at the time.
- Some of the reasons for yellow and red cards to be given are 'cumulative' and may be the result of repeated behaviour.

Yellow Cards:

- Repeated Calling Out in Class
- Constantly Distracting groups and individuals
- Repeatedly answering back to an adult
- Continuous rudeness and lack of respect for others
- Deliberately tripping a child over
- Pushing a child over on the playground
- Swearing
- Pencil/Food throwing
- Refusal to comply with adult request

Red Card:

- Constant repetition of those listed above and will not stop even after constant reminders.
- Verbal abuse directed at an adult
- Persistent disruptive behaviour
- Damage to school property
- Verbal intimidation Other more serious incidents not listed here are dealt with outside of this system.

Follow Up:

Yellow Cards will result in loss of playtime either on the same day or following day. Yellow card will be passed to GT for record keeping. Parents will be informed on the day when a yellow card is given. 3 yellow cards in a term will result in a letter sent home to parents and they will be invited in to speak to the Executive Headteacher/Head of School.

Red Cards will result in the loss of a whole playtime. Red cards will be followed up by a letter home to parents and an appointment with the Executive Headteacher.