

SABDEN PRIMARY SCHOOL  
Behaviour and Anti-Bullying Policy  
2024-2025



Behaviour at Sabden Primary is always at least good if not exemplary. We have wonderful children who respect each other, the staff and our visitors. Our children are healthy and happy and enjoy coming to Sabden Primary School. Staff have high expectations of good conduct from all our pupils which in turn has led to a pleasant working environment, a dynamic learning space and high achievement.

### Choices

Sabden Primary School has a number of school rules but the primary aim of our behaviour policy is not to enforce the rules but to encourage children to accept responsibility for everything they do, as their actions are their **own choice**.

### Rights

We believe that every member of our school community has a right:

- To learn and to teach without unnecessary interruption
- To feel safe
- To be treated with respect
- To be listened to
- To be treated fairly

### Responsibilities

Children have a responsibility to enable others to get on with their work and sort out any disagreements without fighting. Children are encouraged to take responsibility - it is up to them to make the right choices. The children need plenty of encouragement to make the right choices and should be thanked and rewarded when they do – see REWARDS.

However, if they do not make the right choice, there are consequences - see SANCTIONS.

### Rewards

The school rewards good behaviour, as we believe this will develop an ethos of kindness, co-operation and community cohesion. Rewards for academic and social achievement must hold equal status.

Some of the rewards we use are;

- Verbal praise publicly and in front of peers.

- Stickers/comments on children's work.
- Team points (for work or effort)
- Star of the week: Certificate to take home presented in Celebration Assembly where public mention of good examples of behaviour and work are noted and Marvellous Manners sessions carried out in class.
- A postcard/happy note sent home to parents/carers.
- Child sent to another teacher/Head teacher for praise

### Sanctions

Managing difficult behaviour is challenging. Pupils who feel good about themselves and find their work satisfying have positive relationships with peers and staff and tend not to be a cause for concern.

Pupils' feelings play a significant part in the process of disruption.

- Pupils who feel inadequate will behave in ways which avoid them having to face those feelings.
- Pupils who feel as if they do not belong to our school family will also feel that they have little to lose by disrupting it.
- Pupils, who do not feel safe, for whatever reason, will find ways to behave which will create familiar and predictable patterns of behaviour in those around them.

In order to support and guide children into making the 'right behaviour choices' a number of sanctions will be put in place.

Staff may use any or more than one of the following strategies. This will be at the discretion of the member of staff and be dependent on the nature of the issue:

- Give the child 'the look'
- Re-focus - give a verbal reminder of the correct rule/behaviour
- A one to one discussion with the pupil
- Reflection/Time out during pupil's free time (playtimes, lunchtime etc)
- Restorative justice between pupils, led by an adult
- Asked to give a genuine verbal or written apology
- Enter name and incident onto Pupil Incident Form, monitored by the Headteacher
- Think sheets can be given - Think sheets will be completed at home. Failure to complete would mean that the child completes the task at a play/lunchtime.
- Use of an "On report" card where children are given specific targets on how to improve and consequences if this improvement is not made. Both the classteacher and the Headteacher will write comments on the card. The pupil has to report to the Headteacher on a daily basis, sometimes after each lesson, and discuss the comments on the report card.
- Placed on an Individual Behaviour Plan
- Temporary exclusion
- Permanent exclusion (EXCLUSIONS: WE REFER TO THE DCSF GUIDELINES)

Staff do not use an after school detention system.

## Bullying

In this school bullying and any other forms of intimidation will not be tolerated. All are expected to treat others with kindness and respect and should care well for each other. All will come to school without fear and will be safe in school. Everyone will be vigilant and will intervene promptly if there are any signs or reports of bullying.

### Definition of bullying

“A pupil is being bullied, or picked on, when another pupil or group of pupils say nasty things to him or her. It is also bullying when a pupil is hit, kicked, threatened, locked inside a room, sent nasty notes and when no-one ever talks to them.

These things can happen frequently and it is difficult for the pupil being bullied to defend him or herself. It is also bullying when a pupil is teased repeatedly in a nasty way.

However, if two pupils of equal power or strength have an occasional fight or quarrel this is not bullying.”

*Above is an extract from “Bullying – don’t suffer in silence” an anti-bullying pack for schools provided by the DFEE.*

In addition to the above bullying can also come in the form of cyber bullying when using such technology as computers and mobile phones. This is covered in the school’s Online Safety Policy.

As the prevention and tackling bullying is given a high priority in this school we work to the following objectives and strategies:

### Objectives

- To ensure that all feel safe and free from bullying and intimidation
- To build an ethos where learners feel safe, free from threat and intimidation.
- To promote good relationships where all are treated well and where learners care for each other.
- To act promptly and effectively at the first sign of bullying.
- To protect and reassure any victims of bullying.
- To have effective sanctions to deter bullying and to have successful strategies to reform bullies.
- To make this a happy school that is free from bullying.

### Strategies

- We will use our Behaviour & Anti-bullying Policy effectively to promote good behaviour so that there is an ethos where bullying is unacceptable.
- All will be expected to be vigilant and to intervene immediately and effectively if any bullying is observed or reported.
- Learners will be encouraged to report bullying and when they do so they will be listened to and taken seriously.
- Every allegation of bullying will be investigated and followed up with parents kept informed.
- Any victim of bullying will be well protected immediately and in the future.
- Any allegations of bullying will be reported to the Headteacher.

- PSHE and Circle Time will be used to discuss bullying and to ensure that all are aware that bullying is never acceptable and that the victim must always report it to parents, staff or friends.
- We will use the school's discipline and rewards strategy to reinforce this policy.
- Learners and their parents are made aware of this policy.
- The parents of all concerned will be informed and involved in any reported incident and will be expected to support this school policy.

### Physical Aggression

Sabden Primary operates a **zero tolerance** of any form of physical violence between pupils. This includes children who initiate aggression but also those who react. All incidents of any reported aggression will be investigated by a member of the Senior Leadership Team (SLT) and/ or a Designated Senior Leader (DSL). Written notes will be made and stored in school in the child's file. For any form of physical aggression parents will be notified via email/telephone and will be asked to come into school for a discussion.

Pupils who are physically aggressive towards other children will have the following support and sanctions:

- The child and parents will have a 1:1 meeting with the school's mental health lead
- Pupil will have some time alone to reflect on their actions
- A Restorative justice session will take place between affected parties (including staff)
- A privilege will be lost – e.g. playtime, golden time etc.
- Child will have a further 1:1 meeting with the mental health lead to 'close' the incident.

If a pupil has been physically aggressive 3 times a meeting will be called between parents and school staff. At this meeting the child will be placed on the school's SEN register under the category of Social, Emotional and Mental Health (SEMH) and an Individual Pupil Behaviour Plan (IPBM) written. The pupil will then be more closely monitored and supported with external agency help if appropriate.

The school has the right to exclude any pupil who presents with physical violence/ aggression, including a first time 'offence'. If the decision is taken to exclude, parents will be invited into school and a discussion will take place. Parents might be informed that they need to take their child out of school that same day.

### Links with SEN

It should be recognised that repeated misbehaviour can:

- Constitute a special need in itself
- Be indicative of a learning difficulty
- Be indicative of a lack of appropriate social skills
- Be indicative of an emotional upset in or out of school

Concerns relating to repeated misbehaviour will warrant a pupil being put on an IBP and placed on the SEN register at School Action/School Action Plus (if external support is sought.) Parents are always included in any discussion at this stage.

Criteria for inclusion on the SEN register:

- A description of what the child does
- Severity - e.g. fighting, a minor scuffle or a vicious attack?
- Frequency - calling out several times during lessons

- Duration - constantly talking
- Generality - if the behaviour occurs across a number of contexts.

### **Parental responsibilities**

We will inform parents of our school Behaviour Policy in newsletters, making the policy accessible via the school website and through parents' evenings. We expect parents/carers to work with the school to address any behaviour issues concerning their child.

A member of staff will inform parents/guardians of any concerns regarding behaviour. The policy needs to be shared with supply teachers.

### **Outcomes**

This school will have a warm, friendly, welcoming and safe ethos. It will be a place where bullying is not tolerated and where all will treat others as they themselves would expect to be treated.

This policy was written by the school's Senior Leadership Team and representatives from the Parent Forum.

September 2024