



Whole School Behaviour and Anti-Bullying Policy

Reviewed January 2019

January 2021

March 2022

February 2023

June 2024

April 2026

Aim

The aim of this policy reflects our mission to encourage appropriate positive behaviour and to develop responsible attitudes in pupils.

The objectives of the policy are:

- To provide a clear understanding of expectations
- To promote consistency of approach by all adults
- To promote self-discipline and responsibility
- To encourage appropriate and acceptable behaviour
- To outline procedures for dealing with behaviour problems
- To make the policy effective through the actions and attitudes of the pupils

Our Vision

In our Christian community we recognise the worth and potential of individual pupils as children of God. We recognise their unique nature as human beings, regardless of background, abilities or experiences. We recognise that each individual reflects the goodness of Christ and that there is potential for good in each and every human being. We promote the concepts of self-discipline and responsibility for actions undertaken, with the good of all in mind. We promote the ideal of love – both of God and of each other as members of the family of Christ. Through our inclusive, broad and balanced curriculum we promote our Christian ethos, Christian values and, by extension, British Values. We offer a wide range of PSHE (Personal, Social and Health Education) and SMSC (Spiritual, Moral, Social and Cultural) activities to ensure the wellbeing and development of the 'whole child'. This means we place a strong emphasis on developing confidence, resilience, empathy, creativity, charity, social responsibility, character and values through all learning experiences.

Shared values and attitudes (School Rules)

In our school community we have to use some simple rules but these are positive and are concerned with consideration to others, politeness and safety when part of a large group. They include:

We care for others

- We care for, help and encourage each other

- We share with each other
- We use kind words and are polite to all

We look after our school

- We look after school property
- We help teachers and other staff in school
- We keep our classroom, cloakrooms and school grounds tidy

We keep safe

- We always walk in school
- We follow what we have been taught about online safety in school and at home
- We talk to an adult if we need help

We always do our best and work hard

- We listen to our teacher
- We complete class work and homework tasks
- We allow others to do their work

We have a fresh start every day

- We accept responsibility for our actions
- We show forgiveness
- We move forward in a positive way

Adult Roles

The role of all adults employed and working at the school is to support and encourage the content of this Behaviour Policy through:

- High expectations of all children
- Providing positive feedback at all appropriate occasions
- Setting a good personal example and being a good role model
- Being sensitive to the varying needs of individual children
- Being constructively critical of unacceptable behaviour wherever this is seen
- To offer frequent and timely opportunities for those with challenging behaviour to have a fresh start
- To liaise with parents as necessary

Rewards and Incentives for Good Behaviour

The school endorses a policy of positive reinforcement and uses the following rewards to sustain and support this:

- A word of praise from a member of staff
- The use of team points and individual class stickers
- Being publicly praised in class or in school worship and on the school newsletter (Special Mentions)
- Being given extra privilege or responsibility
- Through termly awards ceremonies in church (Trophies Service)
- By personal contact with parents to share the child's success
- By being placed on the Gold Star and receiving a Head Teacher's Award

Effective Classroom Management

This policy recognises that effective classroom management contributes to the sense of orderliness and purposeful classroom activity, which minimises the opportunity for behaviour problems to arise. All teaching staff will ensure that

- Lessons are well prepared and matched to the wide range of pupil abilities
- Teaching style and classroom organisation is adapted to suit the cohort
- Resources for the lessons are readily available for pupils
- Children are supervised in the classrooms
- Clearing up procedures are well established at the end of the morning and afternoon sessions
- Children are collected promptly from the playground in the morning and are met at the classroom door after lunchtime and breaktimes.
- Children are supervised leaving the building at the end of the day
- Positive praise is the norm in promoting good attitudes and behaviour
- Wet playtime resources are available and the children are supervised during the break period.
- A weekly target for any pupil on an Individual Behaviour Plan is set and reviewed with the child
- Staff members are constantly and actively engaged in managing behaviour including giving praise, intervening to prevent poor behaviour and being vigilant over the wider group when engaged in another task

Sanctions

There will be occasions when unacceptable behaviour happens at school. This will be dealt with immediately. The procedures and sanctions outlined below will be followed:

- A severe look or verbal reprimand
- Removal to another classroom, with work, for a fixed period of time or removal from the playground to a supervised area indoors
- A request for an apology to an individual or a group
- A consequence such as missing some of their playtime
- A conference meeting between affected parties to air feelings, accept responsibility and decide on a way forward

In the case of persistent or severe* inappropriate behaviour some of the above may be missed and staff will continue with the following procedures:

- Recording of the incident on CPOMS alerting the Headteacher/Deputy Headteacher if this has not already been done
- Contact with parents** so that understanding and consistent home/school action can take place
- Being given an Individual Behaviour Plan and associated record sheet, after consultation with parents, to monitor behaviour
- Requesting support from appropriate external professionals (Educational Psychologist, GHIST, REACH etc)

*Severe inappropriate behaviour is defined as:

- Racist behaviour
- Behaviour motivated by hate of a person's gender or sexual identity

- Behaviour motivated by hate of a person's physical or mental disability
- Persistent and deliberately used bad language
- Initiating serious incidents of violence, including biting, spitting, kicking and hitting
- Stealing
- Bullying, including cyber bullying
- Child on child abuse including sexual abuse/harassment, physical abuse, emotional abuse or coercive control

**Contact with parents will be initially through the class teacher in an informal, verbal way. In the case of unacceptable behaviour continuing, further contact will be made by the Headteacher.

Exclusion (Fixed term or permanent) from school will take place:

- As a final action when all other sanctions have been tried
- Following the LEA guidelines after a formal written warning

<https://www.gov.uk/school-discipline-exclusions/exclusions>

The above link gives further information on:

1) Fixed term exclusions (suspensions)

A fixed period exclusion is where your child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school. If a child has been excluded for a fixed period, schools should set and mark work for the first 5 school days. If the exclusion is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, eg at a pupil referral unit.

2) Permanent Exclusion

Permanent exclusion means a child is expelled. Lancashire County Council must arrange full-time education from the sixth school day.

If the Headteacher excludes a child, she informs the parents verbally, immediately, giving reasons for the exclusion. Parents and the child are then informed in writing, providing an explanation of the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Behaviour and Inclusion

The school accepts that, for a small number of pupils with particular special needs or emotional issues, the behaviour policy may have to be a little flexible. Such pupils will have an IBP and/or Care and Control Plan that will outline rewards and sanctions which will support the pupil's inclusion at the school. These may include withdrawal from the class base for some individual attention, personal reflection time with a designated member of staff, a shared approach to behaviour management with parents and accessing LEA specialist support when necessary. The school will aim to support the needs of such pupils as far as possible within the school's ethos and framework.

Process

This policy was drafted by the Headteacher and teaching staff of the school, and presented to the Governing Body for approval.

Monitoring and Review

The policy will be reviewed every 12 to 24 months, or more frequently if this is thought necessary to meet new DfE or LEA requirements. The staff member responsible for monitoring the effectiveness of this policy is the Headteacher.

Restrictive Interventions including the use of Reasonable Force, in schools (April 2026)

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

What is Reasonable Force?

The term 'reasonable force' describes action/s which involves a degree of physical contact with a pupil or pupils. Force is usually used either to control or restrain. This can range from leading a pupil by the hand or arm to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. No more force is used than is necessary. Schools sometimes have to use force to control pupils and to restrain them. 'Control' can mean passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. 'Restraint' refers to holding back a pupil physically to bring them under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention. School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools Can Use Reasonable Force To:

- Remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil from behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil from leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts.

Anti-Bullying Strategy

Staff and pupils at Longridge C of E Primary School recognise that incidents of bullying may occur at any time. The purpose of this statement is to make clear, to all in our community, how bullying is to be dealt with.

The definition of bullying is "the regular and systematic abuse through verbal, physical and indirect means by one or more persons on another". It is deliberate, one-sided and involves an imbalance of power.

This may take the form of:

- Gestures (pulling faces, sneering, laughing at)
- Verbal (teasing, taunting, being abusive)
- Physical (hitting, hair pulling, jabbing)
- Extortion (threatening with physical abuse unless...)
- Exclusion/alienation (rejection by others)
- Abusing the property of others
- Cyber bullying (by text, email, social networks etc)

Staff, parents and pupils should all be aware of the hotspots or high risk areas where supervision of children needs to be regular and effective. These are:

- Secluded corners
- Toilet areas
- Cloakroom areas
- Congested places (corridors, cloakroom)
- In the playground

Bullying can take place at any time, especially when supervision is minimal (before school, break times, lunchtimes, when lining up to return to the classroom, immediately after school). The targets of bullying are often children who are different from the main crowd.

Teachers and parents should always watch out for early signs of distress in pupils. This could be:

- Sudden deterioration in work
- Erratic attendance
- Reluctance to come to school
- Increasing incidents of minor illness
- Problems with sleeping, nightmares, bedwetting
- A desire to stay with adults
- Seeming unhappy and withdrawn
- Constantly seeking attention
- A reluctance to walk home at the same time as other pupils

Our strategy to deal with bullying will be:

- To encourage all children to tell an adult about any inappropriate behaviour which affects them or others
- To promote co-operative behaviour through our reward systems and by giving responsibility
- To promote friendship skills and healthy relationships through the relevant PSHE units of work and other curriculum areas as appropriate
- To promote our Christian values (including Friendship) through school worship
- To promote online safety through regular (weekly) reminders in Computing lessons
- To ensure effective supervision of children when lining up and moving around the school by teaching and welfare staff
- To supervise high risk areas as realistically as possible
- Supervise children in the classroom at all times
- Regular analysis of CPOMS to look at trends of inappropriate behaviour or locations where such are taking place.

- To deal with all reported incidents of bullying immediately through the class teacher, Headteacher or Assistant Headteachers using the sanctions outlined earlier
- To inform parents immediately of children involved either as a victim or bully
- To deal with parental concerns at the earliest opportunity and report back to them within a given time
- To provide time for children to discuss the problems leading to the bullying incident with a member of staff
- To ensure that the victim is given as much support as possible and to show that the school cares about them
- To make a record of all incidents and to ensure that the bully and victim know that this is being done

Child on child Abuse

Keeping Children Safe in Education (2025) and our Safeguarding and Child Protection Policy recognise that child on child abuse happens in schools and should not be tolerated.

Child on child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships, friendships, and wider peer associations.

Professional judgement must be used in deciding whether incidents are abusive, bullying or another type of behaviour. In order to differentiate between abuse and other types of behaviour it is useful to ask:

- Is there a large difference in power between the children/young people concerned?
- Has the perpetrator repeatedly tried to harm one or more other children?
- What was the intention of the perpetrator? (Did they intend to cause severe harm?)

Longridge CE Primary School recognises that some children are more vulnerable to abuse than others. These include:

- Socially isolated children
- Children with protected characteristics such as race, ethnicity, religious belief or sexual orientation
- Situational factors including those who have shared photographs or information about themselves
- Children with SEND

Prevention

We aim to minimise abuse by:

- Providing a PSHE syllabus which allows age-appropriate learning about acceptable behaviour and staying safe
- Regular and robust teaching of online safety in our Computing curriculum

- Having robust monitoring (Securus) and filtering systems so that pupils are as safe as possible when online
- Having positive relationships between staff and pupils so that pupils are confident in raising concerns
- Creating a safe environment where pupils are supervised by staff who are trained in safeguarding matters including child on child abuse

Allegations which are safeguarding issues

Occasionally, allegations made against a young person by another pupil in school are safeguarding issues. These may be allegations of physical, emotional or sexual abuse, sexual exploitation, bullying/bullying (inc sexting). The following features will be considered when deciding if an incident should be dealt with as a safeguarding issue:

- The allegation is made against an older pupil
- The pupil making the allegation could be described as vulnerable in some way
- The incident is of a serious nature (including any criminal offence)
- Other pupils may have been affected by the alleged perpetrator including those from outside the school

Sexual abuse includes sexual violence such as rape, assault by penetration, and sexual assault as defined by the Sexual Offences Act 2003.

Sexual harassment is unwanted conduct which is sexual in nature and makes a child feel degraded, humiliated or violated. This may include sexual 'jokes', comments or remarks, physical behaviour such as deliberately brushing against someone or having/sharing photographs or drawings of a sexual nature. Sexual harassment can take place online.

Sexting is the sending/receiving of sexually explicit text, image or video and includes 'nude pics' or 'rude pics'. Children and young people can be pressured into sending these and can then feel a loss of control, having shared the image/text. Anyone possessing or distributing indecent images of a person under 18 could be breaking the Sexual Offences Act 2003.

Sexually harmful behaviour is not always intended to harm. This type of behaviour can be as distressing for the perpetrator as for the child who is harmed. It can range from sexually inappropriate language, inappropriate role play to sexual touching and assault/abuse.

Sexual exploitation includes encouraging children/young people to engage in inappropriate sexual behaviour, grooming and recruiting others to be sexually exploited by others. It can sometimes take the form of recording children performing indecent acts.

Upskirting involves taking a picture under a person's clothing without them knowing, with the intention of viewing their body for sexual gratification or to cause the person humiliation and harm.

Physical abuse includes a range of physical harm such as kicking, hitting, biting and hair pulling.

Emotional abuse includes blackmail and extortion and may include threats and intimidation. It has a significant impact on the mental health and emotional wellbeing of the child.

Initiation/Hazing refers to the practice of rituals and challenges involving harassment, abuse or humiliation. It is often used by gangs but also by sports teams and school groups. It can range from harmless pranks to sexually inappropriate behaviour.

Procedures for dealing with child on child abuse

- When an allegation is first made against another pupil, the member of staff concerned should consider whether this could be a safeguarding incident. If this is the case the DSL should be informed.
- The disclosure will be listened to and a factual record made of the allegation.
- If the incident is thought to be a safeguarding issue, the DSL should contact CSC to discuss the incident. Following this discussion, a referral will be made if appropriate.
- If it is thought a crime has been committed, the police will be involved.
- Parents of all pupils concerned will be informed and kept updated on the referral process
- The DSL will make a record of the concern, the discussion and any outcome and keep this information securely.
- If the incident highlights a potential risk to the school /pupil concerned, the behaviour policy will be followed and a risk assessment will be prepared with a supervision plan.
- The plan will be reviewed and evaluation of the plan will include everyone concerned.
- Where a disclosure includes indecent images or information having been shared online, the DSL will take appropriate action in line with the Online Safety Policy. This may include seeking specialist help to try to have the images/information removed.