

Lingdale Primary School Behaviour Policy & Anti Bullying Policy



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Policy prepared by (name and designation)	Sarah Thornton, Head Teacher
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Lingdale Primary School

Behaviour Policy

Our vision

Intent

Lingdale Primary School is a Silver Award Rights Respecting School (RRS) where we want every child to feel valued, have the right to learn, play, develop their talents and be respected. By creating a safe and secure learning environment, we believe that our children will develop their interests and have the self-confidence to become successful lifelong learners. We believe that school must be a welcoming and caring place for all. We recognise that children, families, staff, governors and our local community all have a vital part to play in the success of our school.

We have three simple rules, which are embedded in the school day;

Be Safe, Be Ready, Be Respectful.

As a school, we aim to inspire our children to be the best that they can be. Our intent is to ensure pupils feel that school is a safe environment where they can speak to any member of staff at any time about anything that may be concerning them.

- Are enthusiastic and focussed about learning.
- Are kind, caring and considerate of others.
- Are co-operative and able to work and play in groups.
- Make good choices and do the right thing.
- Actively participate in decision making in the school community.
- Feel empowered to respect the rights of others and uphold their rights.

Aims of our Policy

This policy has been written to show clarity of our school vision and values as a Rights Respecting School-

- To explain what we mean by positive behaviour and to promote a shared understanding

- To set out the roles and responsibilities of everyone in the school
- To teach, encourage and reward positive behaviour
- To deal with poor and unacceptable choices with actions that are consistent and fair, teaching our expectations
 - To set out the support and help available for children who have additional needs and need help with managing their behaviour.
- To encourage children to have high expectations of their own behaviour.
- To emphasise that everyone has rights and responsibilities- to encourage children to understand that with rights come responsibilities
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To have a consistent approach to behaviour throughout the school
- To raise awareness about appropriate behaviour and promote it through positive reinforcement

Our School Behaviour Charter

Based upon The United Nations Rights of the Child

Implementation

- Article 12- Every child has the right to say what they think in all matters affecting them and to have their views taken seriously.
 - Article 28- Every child has the right to an education. Discipline in schools must respect children's human dignity.
 - Article 31-Every child has the right to relax, play and join in a wide range of cultural and artistic activities

Children's responsibilities

To follow our school values

To work to the best of their abilities, and allow others to do the same.

To treat everyone with respect.

To follow the instructions of all the school staff.

To take care of property and the environment in and out of school.

To behave responsibly and ensure the reputation of Lingdale Primary School is positive in the local and wider community.

To co-operate with other children and all adults.

To follow the five key Fundamental British Values; Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance.

Staff responsibilities

To make clear our expectations of good behaviour.

To treat all children fairly and with respect.

To raise children's self-esteem and develop their full potential.

To provide a challenging, interesting and relevant curriculum.

To create a safe, pleasant, stimulating environment, physically and emotionally.

To use rewards, rules and sanctions clearly and consistently.

To develop a class charter with children so that children are very clear about how they are expected to behave.

To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.

To deal with any incidents promptly and inform parents when necessary.

To recognise that each child is an individual and to be aware of his/her needs.

To offer a framework for social education.

To ensure other education providers working in partnership with us have a full and clear understanding of the policy to ensure consistency.

To be a good role model. Section 7 of the Teacher's Standards states that teachers must-

- *Manage behaviour effectively to ensure a good and safe learning environment*
- *Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy*
- *Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly*
- *Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them*

- *Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.*

Parents/carers responsibilities: To be aware of, understand and support the policies and procedures that help our school run smoothly. To model the behaviour and actions expected of our children. To support the school in developing their child's learning and their social & emotional wellbeing. To ensure that their children come to school ready to learn and on time.

Teaching and Learning

We help children to make good choices and do the right thing by having charters relating to school life detailing Upholding Children's Rights and Children's roles which are displayed and referred to. We reward effort as well as outcome. We talk to children using clear, specific, positive language. We encourage and praise all children's efforts. We model how you can learn through mistakes and do things in different ways. We teach children strategies to cope with minor setbacks through PHSE (Personal, Social, Health and Economic) education by using the Jigsaw scheme of work. The main aims of Jigsaw are to build resilience and emotional literacy, nurture physical and mental health and improve mindfulness, concentration and focus – therefore enabling our children to be the best that they can be. The programme is spiral and progressive and has six main themes.

1. Being Me In My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me- this unit includes age appropriate sex education –only delivered upon written consent from parents/carers.

The delivery of the Jigsaw programme runs alongside SMSC (Social, Moral, Spiritual and Cultural) lessons.

We adjust our teaching and attitudes to meet the needs of all children but specifically for those on the SEND register who have their own small steps plans to recognise and celebrate individual progress. Good behaviour is recognised and celebrated in a variety of ways from positive comments to stickers, postcards home, Dojo points and termly breakfasts with the Head Teacher.

Rewards

Dojo points

At Lingdale Primary School, we use Class Dojo to celebrate and reward children who consistently demonstrate our school values and follow the school rules. Parents can download the Class Dojo app to keep up to date with how their child is doing throughout the week. We have a consistent whole-school approach to using Class Dojo to ensure that

points are awarded fairly and meaningfully to every pupil. Children can also build up their dojo points and redeem them at the dojo prize shop on a Friday.

Head Teacher Award

On a Friday in whole school assembly, teachers recognise a child in their class who has worked exceptionally hard and followed the school rules. The children are rewarded with a small gift, sticker and a certificate to take home.

Poor Behaviour Matters

At Lingdale Primary School, we have a clear, stepped approach to addressing a child who is not doing as we expect. In use of sanctions, children learn from experience to expect a fair and consistently applied punishment which differentiates between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances. Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND) At Lingdale we consistently and fairly promote high standards of behaviour for all pupils, including those with SEND. A good behaviour culture within school creates calm, structured environments which benefit children with SEND, enabling them to learn more easily.

Every child should feel they belong in our school community and that high expectations are maintained for all. We understand that some behaviours are more likely to be associated with particular types of SEND, such as a child with speech, language and communication needs who may not understand a verbal instruction, or a child with ADHD who may struggle to sit still. Staff consider behaviour in relation to a child's individual need. As far as possible, staff will anticipate likely triggers of misbehaviour and put in place reasonable adjustments and support for the child as preventative measures. Examples include: short, planned movement breaks for a child whose needs means that they find it difficult to sit still for long; adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher; adjusting uniform requirements for a pupil with sensory issues or who has severe eczema. Not every incident of misbehaviour will be connected to a child's need. Incidents of misbehaviour will be judged based on the facts of the individual situation and sanctions applied if a child's behaviour falls below the standard which could reasonably be expected of them.

Early Years Foundation Stage

In EYFS we recognise the importance of teaching the children how to behave. Staff will model behavioural expectations and discuss these with children at appropriate times. In the first instance, if a child is not following the school rules, staff will guide them away from the area and talk to them about their behaviour. Staff will use a restorative approach to try to educate the children on the consequences of their behaviour. The primary focus of this approach is to teach the children our school rules of Be Safe, Be Ready and Be Respectful. In the classroom and playground, children will receive a polite reminder up to three times and then a warning that they are not following a school rule. If a child continues to not follow

the school rules, a staff member will guide them away from the area and talk to them about their behaviour and they may need to sit out for a few minutes.

Sanctions/Consequences

Occasionally, children make the wrong choices or act in a way which means others are unsafe. We have a consistent choice of language to help them get back on track.

1. We issue a reminder
2. We issue a warning
3. We issue a yellow card
4. We issue a red card (includes reflection time)

The steps are only added to if a child does not change his/her behaviour.

A red card means the child misses the next 10 minutes of a break or lunch time where they will spend time discussing and reflecting upon their behaviour with an adult. Sometimes, restorative conversations will be needed.

*A red card will be issued immediately if a child swears or physically hurts another child with intention.

All red card incidents are logged on CPOMS (Child Protection Online Management System)- this helps us build a picture of individual children and try and find a pattern/reason for poor behaviour choices. Low level yellow cards are logged via behaviour file and tracking sheet.

Head Teacher's Award



Dale Postcard home



Dojo points



Positive comment

Reminder

Warning

Yellow card

Red card - reflection

Lingdale Primary School employs the services of Bungalow counselling service. Where a child has been recognised as having behavioural or emotional problems, staff seek the consent of parents and children are allocated up to 40 minutes weekly slot to teach them individual techniques to help manage behaviour and emotions.

Extreme Behaviours

Occasionally, some children may behave in an extreme way which is out of character for them or poses a serious risk to the child, others or the harmonious running of the school. Unacceptable behaviours may be expedited quickly through our behaviour system to be dealt with by a member of SLT. If this occurs a focused meeting involving SLT and the staff members will be arranged to discuss what happened and will follow the repair approach. Behaviours may include:

- Violence (i.e. physical contact made with the intention to harm)
- Repeat or Extreme defiance/ rudeness to any adult
- Persistent taunting, teasing and bullying
- Stealing
- Repeated Spitting
- Repeated Swearing

All such incidents and SLT repair meetings will be recorded on CPOMS.

Exclusion and Seclusion

Seclusion is only used as a last resort when a child needs a calm, supervised space away from their peers to regulate, reflect and reset. It is a short-term supportive strategy designed to help a child re-engage safely once they are ready. Unlike exclusion, seclusion does not remove a child from the school community.

Exclusion, however, is a formal statutory action in which a child is removed from school for a fixed period or permanently. During any exclusion, the child cannot be positively influenced by school and will miss valuable learning time. For this reason, exclusion is never used lightly. By law, schools must have clear procedures in place should exclusion be necessary.

Our procedures follow the Lingfield Education Trust Exclusion Policy, which can be found here: <https://www.lingfieldeducationtrust.com/trust-policies>

Physical Interventions

Children should not require Physical Intervention unless they are posing an immediate risk to themselves, or others. As such, we have a full Physical Intervention Policy in place, based upon the best practice principles outlined in 'Positive Environments, Where Children Can Flourish' (OFSTED, 2018).

Behaviour in Our Community

Children who attend Lingdale Primary School are its ambassadors beyond the school day. As such, we would address inappropriate behaviour outside school if the following applied:

- The child was taking part in a school organised or a school related activity
- The child was on their way to or from school
- The behaviour could have repercussions in school
- The behaviour threatened another pupil of the school.

Incidents outside school would be investigated fully and normal sanctions would be applied. Lingdale Primary also have a strong relationship with our local PCSO's Laura and Dave who also support with community incidents.

Parents and Carers

At Lingdale Primary, we believe that strong partnerships between school and home are essential in supporting children to behave well, make positive choices and succeed in school. We are committed to keeping parents fully informed about their child's behaviour — both positive and negative — and working together to help every pupil thrive. Where appropriate behaviour support meetings are planned in partnership with parents and recorded on cpoms.

Anti-Bullying Policy

Definition of Bullying

At Lingdale bullying is addressed through PHSE, assemblies and circle time activities. Children are taught to understand bullying as a deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people that denies them their right to feel safe. It is repeated over a period of time and it is very difficult for the victims to defend themselves and results in worry, fear, pain and distress to the victim/s.

Bullying can be take on a variety of forms;

Emotional - being unfriendly, excluding, tormenting, ridicule or humiliation

Verbal - name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks or making fun of someone

Physical - pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things

Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

Racist - racial taunts, graffiti, gestures, making fun of culture and religion

Sexual - unwanted physical contact or sexually abusive or sexist comments

Homophobic - because of/or focusing on the issue of sexuality

Online/cyber - setting up 'hate websites', sending offensive text messages, emails and abusing the victims via their mobile phones

Cyberbullying

Guidelines Definition "Cyberbullying is the use of Information Communication Technology (ICT), particularly mobile phones and the internet, to deliberately upset someone" DFE2007
There are many types of cyberbullying. Although there may be some of which we are unaware, here are the more common:

- Text messages that are threatening or cause discomfort
 - Picture/video-clips via mobile phone cameras -images sent to others to make the victim feel threatened or embarrassed
- Mobile phone calls: silent calls or abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible
- Emails: threatening or bullying emails, often sent using a pseudonym or somebody else's name
- Chatroom bullying: menacing or upsetting responses to children or young people when they are in a web-based chatroom
- Instant messaging (IM): unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger) or Yahoo Chat (although there are others)
- Bullying via websites: use of defamatory blogs, personal websites and social networking sites eg Bebo, MySpace, Facebook, Twitter Tik Tok

Cyberbullying is a method of bullying that uses ICT to upset, threaten or humiliate someone and has the following key characteristics:

- Cyberbullying can take place at any time, in any location; technology allows the user to bully anonymously
- Cyberbullying can occur on vast and rapid scale
- Electronic content is very hard to control; it can never be guaranteed to be removed totally from circulation
- Bullies can take actions to attempt to be anonymous and can feel 'distanced' from the incident
- Bystanders 'can easily become perpetrators
- The 'profile' of a cyberbully or a target varies –age/size is not an issue
- Cyberbullying incidents can be used as evidence
- Cyberbullying can occur unintentionally often due to a lack of awareness/empathy –'It was only a joke'
- Cyberbullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe
- Young people are particularly adept at adapting to new technology. The following points are taught to pupils on a regular basis, especially when teaching about internet use.
 - Remember that anything you publish online can be made public very quickly and you will never be sure who may have seen it; once something is posted you lose control

- Treat your password like a toothbrush: never share it with anyone and only give your personal information like mobile phone number or email address to trusted friends
- Learn how to block or report online bullies or anyone behaving badly.
- Always respect others –think about what you say online and what images you send / post
- Don't retaliate or reply.
- Tell an adult and always save the evidence –text messages, online conversation, pictures etc take screen prints of messages or web pages and record the time and date.

Advice to pupils if they are being bullied online:

- You should never respond or retaliate to cyberbullying incidents.
- Where the perpetrator is known to be a current pupil the majority of cases can be dealt with most effectively through the school's own mediation and disciplinary procedures.
- Where the perpetrator is known to be an adult, in nearly all cases, the first action should be for a senior staff member to invite the person to a meeting to address their concerns, and if they have a reasonable complaint, to make sure they know how to raise this appropriately. They can request that the person removes the offending comments.
- If they refuse, it should be an organisational decision what to do next –either the school or you could report the matter to the social networking site if it breaches their terms, or seek guidance from the local authority, legal advisers or support from other agencies for example, The UK Safer Internet Centre.
- If the comments are threatening or abusive, sexist, of a sexual nature or constitute a hate crime, you or a representative from the school may consider contacting the local police.

Online harassment is a crime

Key advice for parents/carers:

- Be alert to your child being upset after using the internet/phones –they may be secretive or change relationships with friends
 - Remember, your child is just as likely to be a bully as to be a target
 - Talk to your child and understand how they are using the internet and their phone
 - Use safety tools and parental controls
 - Remind your child not to retaliate
 - Keep any evidence of cyberbullying –emails, online conversations, texts etc
 - Report the cyberbullying
 - Contact the school so they can take action if it involves other pupils•
- Contact the service provider e.g. website, phone company etc
- If the cyberbullying is serious and a potential criminal offence has been committed, then consider contacting the police

It is important to understand that bullying is **not** the odd occasion of falling out with friends, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done intentionally **Several Times On Purpose (STOP)**. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not usually classed as bullying. We believe it is an important part of a child's development to learn how to deal with friendship breakdowns. We all have to learn how to deal with these situations and develop social skills to repair relationships.

What can children do if they feel they are being bullied?

Wherever children are in school, they have the right to feel safe. Nobody has the right to make another feel unhappy. If they feel someone is bullying them, it is important to remember that they know it is not their fault and there are people who can help them. The following strategies are shared with our children- Tell someone you can trust – it can be a teacher, a teaching assistant, a parent, a friend, a brother, a sister or a relative. Try not to let the bully know that he/she is making you feel upset. Try to ignore them. Be assertive - stand up to them, look at them directly in the eye, tell them to stop and mean it. If you are anxious, ask a friend to go with you when you tell someone. If you don't feel you can talk to someone about it, write it down and give the details to a member of staff or put it in the Worry Box, which is checked daily.

We would never want children to suffer in silence and as a school, we have always advocated the notion that we can't solve a problem unless we know it exists. Children shouldn't suffer in silence or blame themselves. If they really don't feel that they can do any of the above, they are made aware of the Child line website and the free number 08001111. NSPCC 08088005000

What can you do if you see someone else being bullied?

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways children can help without putting themselves in danger. Don't smile or laugh at the situation. Don't rush over and take the bully on yourself. Don't be made to join in. If it is safe to do so, encourage the bully to stop. If you can, let the bully know you do not like his or her behaviour. Shout for help. Let the victim(s) know that you are going to get help. Tell a member of staff as soon as you can. Try and befriend the person being bullied. Encourage the person to talk to someone and get help. Ask someone you trust about what to do. If you don't feel you can talk to someone about it, Write it down and give it to a member of staff.

Role of Parents/Carers

Parents/carers have an important part to play in our anti-bullying policy. We ask our parents to look out for unusual behaviour in their children –children may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard. Try to always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc. If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow. Tell your child that it is not their fault that they may be being bullied. Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.

Impact

As a school, we feel our policy is simple and concise and therefore understood by staff, children and parents alike. As our approach is consistent from Reception to Year Six, children understand the consequences and make the right choices enabling an environment where everyone feels safe and teaching and learning is not affected. Red cards are rare with the majority of children responding well to reminders and warnings. In our annual family questionnaires, parents/ carers always acknowledge that behaviour at Lingdale Primary School is good. This was also recognised in our latest Ofsted inspection where Behaviour and Attitudes was deemed "Good."

Lingdale Primary is a happy and welcoming school. Pupils are kind and respectful to one another. The school has a particularly supportive, caring and nurturing ethos. This helps pupils to develop positive attitudes towards each other. Pupils are keen learners. They enjoy their lessons and wider activities. Pupils say they feel safe in school and that staff care about their well-being and welfare. The school motto of 'be safe, be ready, be respectful' teaches pupils how to keep themselves safe.

Behaviour is managed very well, creating a calm and orderly atmosphere in school. Pupils know who to talk to if they have any concerns and trust staff to help them. Pupils told inspectors that bullying does not happen. There are positive relationships between staff and pupils. Staff know their pupils very well and are aspirational for their futures. Pupils are proud of their roles on the school council 'working together to be the best we can be'. Pupils also enjoy the wide variety of after-school clubs they take part in such as sports and drama.

Relationships are a strength of this school and its community. Everyone is aware of the expectations of behaviour. Pupils who have been excluded from other settings spoke about how nice everyone is to them and how supported they feel. Pupils are happy to come to school and enjoy the lessons they receive.

Staff know the children incredibly well and are quick to pick up on any changes in behaviour. Pupils know they can always talk to a member of staff or leave a note in the worry box, and that they will be listened to. Leaders are quick to seek help for pupils in need and are persistent in ensuring that the correct support is in place.

S.Thornton September 2024