

**Crosby Primary School**  
**Behaviour Policy (including Anti-bullying)**  
**Last reviewed Autumn 2023**  
**Next Review Autumn 2026**



The basis for our policy is our Rights and Responsibilities Charter, and our Golden Rules.

**Rights and Responsibilities**

In our school...

Adults have the right to teach;

Children have the right to learn;

Everybody has the right to safety;

Everybody has the right to dignity.

Everybody has the responsibility to ensure that we can all enjoy our rights.

**Golden Rules**

Do be gentle	Do not hurt anyone
Do be kind, helpful, respectful and polite	Do not hurt people's feelings
Do listen	Do not interrupt or ignore instructions
Do work hard	Do not waste yours or other people's time
Do look after and respect property	Do not touch or damage other people's property
Do be honest	Do not cover up the truth

We place great emphasis on positive reinforcement of behaviour through praise. Children's confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and written. Our curriculum supports this approach. Parents/carers are requested to enter into a home school agreement when their child starts at Crosby Primary School.

The behaviour of children is positively supported by a dedicated Pastoral Team which includes:

- Behaviour Lead
- Learning Mentor
- Family Support Work
- Pastoral Support Teaching Assistant
- Attendance Assistant

**All Staff:**

- Follow the hierarchy of rewards and sanctions
- Make children aware of appropriate behaviour in all situations
- Use adherence to the Golden Rules as a measure of good behaviour
- Are aware of all children's behaviour in class, around school and on educational visits, and deal with every incident appropriately, giving mutual support to colleagues
- Work in partnership with parents/carers in dealing with behaviour issues
- Inform parents/carers of the victim and perpetrator, as soon as possible, that an incident has occurred and been dealt with
- Act as a role model for desired behaviour, treating all adults and children with respect

- Focus on good behaviour and positive reinforcement to raise self-esteem, giving praise for good behaviour and achievements and trying to 'catch the children being good'
- Display the Golden Rules and mention them frequently
- Are punctual into classes
- Escort children around school as appropriate, ensuring children are monitored – stop the children at regular intervals and pay attention to 'adult alert'
- Create a calm working atmosphere in the classroom with accessible resources and well established routines for clearing up, collecting equipment, changing activities etc.
- Ensure that each child has work appropriate to his/her level of ability
- Deal with problems calmly and use restorative justice practices where appropriate
- Are as consistent and as fair as possible in the use of rules and sanctions, taking into account each child's needs.
- Work closely with senior leaders and outside agencies, implementing advice and strategies in dealing with a child with behaviour difficulties
- Remind children that they are representatives of the school when they are on their way to and from school and on school visits.

#### Children:

- Follow the Golden Rules
- Co-operate readily with all adults in school
- Strive to always do their best
- Do as they are asked the first time

#### Parents/Carers:

- Support hierarchy of rewards and sanctions
- Help children understand the rules and the need for them in an ordered society
- Work in partnership with the school to promote a high standard of behaviour at all times
- Ensure their child attends school regularly, is punctual and notifies school of reasons of absence.

We reserve the right to search children for knives, weapons, alcohol, drugs and stolen items if we believe the child to be in possession of such items. If a child has been searched their parents/carers will be informed.

### **Rewards and Sanctions**

#### Rewards

The majority of our children behave well and are a credit to themselves, their parents and the school. We believe in rewarding them for following the Golden Rules:

- Verbal praise: body language (smile, thumbs up, nod) specific to the child and directed to a rule
- Stickers
- Stamp Cards from Reception (F2) upwards
- Star of the Week
- Sports Personality of the Week
- 'Attendopoly' Incentives
- Badges for termly and yearly 100% attendance

- Parent/teacher consultations – positive comments and targets set; celebrations on newsletters, end of year reports – recognising good behaviour and attitudes at school

### **Sanctions**

#### **Low Level:**

- A stern look
- Warning

#### **Medium Level:**

- Amber: 5 minutes consequence in a partner class or during playtime (standing next to adult or at the wall)-recorded on our monitoring database CPOMS

#### **Severe Level:**

- Red: Loss of playtime or lunchtime spent in Reflection or after school detention (Headteacher decision) - recorded on our monitoring database CPOMS and parents/carers notified

#### **Repeated Severe Level:**

- Exclusion (Headteacher decision)
- Education through Alternative Provision (LA decision)
- Recorded on our monitoring database CPOMS and parents/carers notified

Malicious accusations against school staff are treated as severe incidents and action is taken as determined by the Headteacher, as described above.

Headteachers have the power to discipline pupils for poor behaviour outside of the school premises. For example, this can include bullying on public transport, outside local shops, in the park or in the town centre.

### **Monitoring Children with Behaviour Causing Concern**

The Headteacher, Deputy Headteachers and Pastoral Team review all incidents recorded on CPOMS each week. If specific children are causing concern because of the number of amber/red entries on CPOMS then an individual approach is recommended to the class teacher, and the Special Educational Needs Co-ordinator (SENDCO) is informed if the child has SEND. The impact of this approach is reviewed after 3 weeks. If the child's behaviour is still causing concern then the class teacher is recommended to consider the Initial Concern process (see Special Educational Needs policy).

A Pastoral Support Plan meeting is held, chaired by the Headteacher. A formal record of the meeting is created including target, actions and review criteria. A copy of the meeting record is given to relevant staff and Parents/Carers. The Pastoral Support Plan is reviewed no more than 6 weeks later at a formal meeting. Where appropriate, advice will be sought from Primary Behaviour Support Team (NLC).

### **Children with SEND relating to behaviour**

The SENDCO may refer the child to other agencies. With consultation with appropriate agencies it may be necessary to request additional support from the local authority.

## **Anti-bullying**

All at Crosby Primary School actively promote anti-bullying. This is supported in our PSHE and Computing curriculum, assemblies and dedicated wellbeing time. We participate in national anti-bullying and online safety week.

### **Definition of Bullying**

There is no legal definition of bullying. However, it's usually defined as behaviour by an individual or group that is: repeated over time; that intentionally hurts another person or group either physically or emotionally; is often aimed at certain groups, for example because of race, religion, gender or sexual orientation. Bullying can take many forms: physical assault; teasing; making threats; name calling; cyber-bullying-bullying via mobile phone or online.

Under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

### **Dealing with bullying incidents**

- Encourage the child to talk, but be patient
- Be supportive without over-reacting
- Listen carefully and try to ascertain the facts
- Try to avoid sensitive areas such as names they are called
- Give assurances that the bullying will stop, or that the situation will be changed
- Assure the child that it happens to most people at some time and that we learn to avoid it, or cope
- What has happened does not mean that there is something wrong with the child
- Try to use it as a problem to be solved
- Ask the child if he/she could alter the situation in any way
- Teasing/taunting is hurtful but try to explain that it might stop if the child doesn't respond
- Above all, treat the situation with sensitivity because the child may be far more distressed than an adult realises and may have things totally out of perspective
- Appear calm, work out a plan of action
- When sanctioning the perpetrator use the procedures described above as when dealing with a severe incident
- Complete a bullying referral form with reference to both parties and both sets of parents/carers
- Inform the Headteacher of all cases of bullying

The Children Act 1989, says that bullying incidents should be looked at as a child protection issue, when it is suspected that a child is suffering, or is likely to suffer, significant harm. In this case, the school should report their concerns to the local authority. At Crosby Primary School this would be done via the Headteacher.

Even where this safeguarding does not seem to be an issue, schools may need to ask for help and advice from other professionals to support the bullied pupil, or to tackle any causes which may be behind a child doing the bullying.

**Pastoral care for school staff**

We acknowledge that working in a school can include being involved in stressful and difficult situations. We support one another as colleagues, and also encourage staff members to use the free, confidential welfare support service provided by the Local Authority.

**Discrimination**

Refer to Diversity and Equality Policy

**De-escalation Techniques and Physical Restraint**

Refer to Positive Handling Policy

**Monitoring and Evaluation**

This policy is reviewed by the Governing Body. Practice is reviewed through staff meetings on a regular basis, with all relevant groups consulted. Last reviewed Autumn 2023.