**ECCLESTON LANE ENDS PRIMARY SCHOOL**



**BEHAVIOUR AND ANTI-BULLYING POLICY**

Approved by Full Governors Autumn 2022

To be reviewed on or before Autumn 2025

Signed…………………………Chair of Governors

Signed…………………………Headteacher

**The implementation of the Behaviour and Anti-Bullying Policy ensures that the aims of our school are fully met**



**Policy Statement for Behaviour and Anti-Bullying**

At all times we seek to have a positive approach with an emphasis on achievement, standards of good behaviour, improvement, school 'spirit' and pride.

We aim to follow step-by-step procedures for children with common and consistent strategies used by all staff for reward and when necessary consequences. All sanctions or consequences should be seen by both staff, children and parents to be fair, with a stress, where possible, placed on self-discipline, respect and reward rather than punishment. The school has a set of simple but 'all embracing' rules for the whole school which are agreed by all and form part of our home/school agreement. These rules are **Ready, Respectful, Safe.**

Within the agreed guidance and procedures we see the need for parental awareness and involvement, as well as all staff taking responsibility for all children. Built into these procedures, in order to promote a sense of pride and belonging in school as a whole community. Similarly, assemblies are held on a regular basis where children and staff can all share good work, positive behaviour and achievements.

The school PSHE/Citizenship curriculum known as ‘Essence’ is a fundamental instrument in training the children in social and behavioural skills, this includes recognising and dealing with bullying behaviour. In accordance with this curriculum, whole class discussion, peer group discussion, apologies and restorative justice may be used as appropriate. We want positive behaviour from all of our children so they feel safe and secure and can thrive. We believe this will then be reflected in great learning outcomes as they are closely linked.

We look towards a structured, motivated, caring and happy environment to promote responsible, well behaved and committed children in our school.

**Rewards and Procedures**

The following list of rewards and procedures are guidelines and it is noted that in every case procedures should be appropriate to the individual child and the situation. We appreciate that one method of dealing with a situation with one individual child may not be suitable for another. Incidents which put a child or others in danger or which cause severe disruption may require a different approach. Incidents of this nature must be dealt with sensitively and calmly ensuring the safeguarding of all those involved in the incident.

**Rewards**

Rewards are given a much higher priority than sanctions and this is evident from the systems of rewards that are in place and in the displays around school. Achievement is celebrated in every classroom and all efforts are valued.

**Forms of Rewards:**

1. Verbal comments of specific praise are given regularly by all teachers, learning support assistants and other members of staff. We aim for them to be clear and sincere.
2. Stickers are used in work and given to children to wear as a visual recognition of positive behaviour and achievements.
3. Recognition Board – During each week children will be identified to feature on their class recognition board. They will be publicly celebrated with a reason why they have been identified.
4. Celebration Assemblies are held weekly to celebrate achievement and effort. The outcomes of these assemblies will be communicated home to parents via School Spider.
5. Progress certificates (annually) to mark outstanding progress over the year.
6. Merit shield - (Parish Council - annually).
7. Headteacher’s stickers
8. Photographic display of half termly achievers in the entrance hall.
9. Positive communication to parents – this may be in the form of a praise postcard, text message, verbal message or phone call.
10. Values Award – Each week one to two children from each class who have actively demonstrated the value focus for that half term will be chosen. These children will wear a lanyard with the value on for the week making them easily identifiable. Each half term, a tea party will be held with the headteacher for all of the children chosen.
11. Achievement assemblies take place in the last week of each half term and are led by the headteacher in the presence of the whole staff. They are used to share and celebrate good or improved work, behaviour, courtesy or other aspects of school life eg sport, extra-curricular etc.
12. Star assembly celebrates achievements made outside of school, this is led by a member of staff.
13. Talent assembly showcases the pupils’ talents in front of an audience.
14. Attendance – Good attendance will be celebrated on a class basis through additional playtime or first into lunch and individually through bronze, silver and gold awards.
15. Other celebrations – As a school we strongly believe in the importance of developing the whole child. We therefore also celebrate all other achievements and accolades, such as sporting certificates/medals, awards from achievements outside of school and any other causes for celebration.

**Sanctions/Consequences**

If a pupil is making poor choices, first quietly comment. E.g. “Are you ok? Do you know what you’ve got to do? Do you have all the equipment you need?” Pick out and publicly celebrate someone who is doing the right thing. If this doesn’t work, follow these steps:



If a child needs to catch-up on work, the child will receive a Homework slip to complete at lunchtime to a satisfactory standard.

**30 seconds script**

Limit formal one-to-one interventions for poor behaviour in class to 30 seconds each time. Get in, deliver the message, anchor the child’s behaviour with an example of their previous good behaviour and walk away.

As you walk away, the child may attempt to hook you back; if you rush back to confront secondary behaviour you pass over control to the child. For some children, a full-blown confrontation is exactly what they want. Walk away and **write down what just happened, so that you can speak to the child about it when they are calm.**

Scripted response:

 “I have noticed you are…” (having trouble getting started etc.)

“It was our rule about… that you broke.”

“You have chosen to…” (catch up with your work at break, come and talk to me at break etc.)

Do you remember last week when you (positive)? That’s who I need to see today.”

“Thank you for listening.”

**Repair script**

1. “What happened?” Listen carefully and dispassionately. Give your account from your perspective without judgement. Go slowly.

2. “What were you thinking at the time?” This helps the child to reconsider their actions. Do not accept a shrug of the shoulders; give them time to fully reflect.

3. “Who has been affected?”

4. “How have they been affected?” It is important that the child considers others and the impact of their behaviour.

5. “What do you think about what happened now?”

6. “What should we do to put things right?” This may not always be an apology as a forced apology is worthless.

7. “How can we do things differently in the future?”

On some occasions it may be necessary for a child to miss some, or all of their break time without the warnings, particularly if the child has physically hurt another child, or has used abusive/foul language. Within a Reflection session children will focus on the following key questions and consider their responses:



Parents will be informed when there has been a serious incident, the child has missed all their lunch break (Reflection), or if speaking to the child at break times is becoming frequent and therefore concerning. Class teachers or SLT as appropriate will have a discussion about the behaviour and share with their parents the planned way forward.

Significant cases of inappropriate behaviour (eg fighting) or persistent disruption (eg backchats, defiance) the pupil will be referred to the headteacher or deputy headteacher. The headteacher or deputy headteacher use their professional judgement in the next course of action. If consequences such as losing own time and support such as Reflection or intervention with the pastoral leader are not having the desired impact, then further advice will be sought. This could include a Family Action Meeting; the implementation of an Individual Behaviour Plan; referral for external support such as the Behaviour Improvement Team (BIT); removal from class to a different part of the school; an external inclusion base if available; a request for a place at specialist provision; request for a managed transfer to another school for a fresh start; the risk of a fixed term exclusion and as a last resort a permanent exclusion.

Exclusions may only be given by the headteacher or deputy headteacher in her absence. The Chair of Governors will be consulted in all cases of exclusion. A report of exclusions will be given to the Governing Body.

All behaviour, including bullying and alleged bullying incidents will be recorded on the CPOMS information data system. SLT review the logs and discuss any emerging issues formally each half term.

All entries which involve bullying will be reported to the Governors through part 2 of the headteacher’s termly report and dealt with through the Behaviour and Anti-Bullying Policy procedures.

**SEND / Vulnerable Pupils**

We acknowledge that our behaviour systems will not work for ALL pupils and note that some children may need different strategies, rewards and sanctions and these will be discussed with the class team, SENDCO and SLT, so that all pupils have a system to follow which is motivational, realistic and achievable.

**FACES Before & After-School Club**

Our Before and After-School Club maintain the same high expectations of behaviour as we have during core school hours. Unwanted behaviours are addressed through a verbal warning, which could lead to ‘Thinking Time’. During this time, pupils sit within the room, but not partaking in activities. Lower-level behaviours would not be reported to parents/carers at pick-up but shared with class teachers. More significant behaviour will be shares with parents and carers at pick up time.

**Proud to belong to E.L.E.**

We would like all of our pupils and their families to feel proud that they are members of Eccleston Lane Ends.

Wearing the correct school uniform with pride is one way that we can encourage a sense of belonging as well as getting children in the right ‘mind frame’ for learning and supports positive behaviour.

Pupils must come to school in the correct uniform and/or P.E. kit on the relevant days, this includes smart black shoes and trainers or pumps on PE days only.

If for any reason, this is not possible, a parent must inform school by letter, email or telephone so school can support parents and their child where needed.

Parents will receive a text message reminder about the standards expected if there has been no reason provided for not following the expectations.

Children should be smart for school. This means long hair being tied back with small fixings in the school colours or with a neutral band (other hair embellishments are not permitted).

Make up and nail varnish and jewellery should not be worn to school by pupils.

Sometimes children are rewarded with special non-uniform days.These are exceptional treats and reminders will be sent when these events happen.

The school prospectus on our website provides a clear overview of expectations.

**Physical Intervention (the use of reasonable force)**

The need for physical intervention at ELE is very rare, however if used, it must be used lawfully and as a last resort. It can be used in the following circumstances:

1. Where such interventions might calm an excessive emotional, aggressive or violent outburst.

2. Where the pupil’s behaviour is likely to injure himself or herself.

3. Where the pupil’s behaviour is likely to injure or harm other pupils.

4. Where the pupil’s behaviour is likely to harm staff or others.

5. Where the pupil’s behaviour is likely to cause damage to property including their own.

All incidents of physical intervention must be reported to the headteacher and recorded on CPOMS. A TEAM TEACH approach will be used at ELE if required.

This element of the policy should be read in conjunction withThe DfE guidance (updated July 2017) Use of Reasonable Force and will be used appropriately. This relates to legislation of Education Act 1996 and Education and Inspection Act 2006.

*https://www.gov.uk/government/publications/use-of-reasonable-force-in-schoo*

**Bullying Behaviour and ELE’s Anti-Bullying Strategy**

**What is bullying?**

The Anti-Bullying Alliance and its members have a shared definition of bullying based on research from across the world over the last 30 years and Eccleston Lane Ends adopts this definition.

ABA defines bullying as:

**“the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”**

* **Repetitive and persistent.** Bullying is usually experienced as part of a continuous pattern and it can be extremely threatening and intimidating even when very subtle. Nevertheless, sometimes a single incident can have precisely the same impact as persistent behaviour over time.
* **Intentionally harmful.** The act of bullying intends harm to another individual, although occasionally the distress it causes is not consciously intended by all of those present.

# **Involves an imbalance of power.** Bullying leaves someone feeling helpless to prevent it or put a stop to it. In some cases, an imbalance of power may mean that bullying crosses the threshold into abuse. This would require implementation of safeguarding procedures.

# When people hear of “bullying”, they are rightly shocked. It is a nasty thing which has no place in our school and indeed our world. We acknowledge that lots of things happen in school, some of which are not pleasant, but are not bullying. We take great care to separate genuine cases of bullying from those incidents which are more about children learning how to deal with each other whilst growing up. Every behaviour situation is different, which is why we listen carefully to all sides of every incident including allegations of bullying.

# **Why are we against bullying at ELE?**

‘Every Child Matters’.......because:

* everyone has the right to feel welcome, secure and happy at our school
* we should treat everyone with consideration, respect and tolerance and live out our school values

Bullying of any kind is unacceptable at our school, we will always seek out the root cause and support the victim as well as the “bully” in ensuring it stops.

Everybody at ELE has a responsibility to TELL if bullying is occurring.

**What types of bullying are there?**

* **Physical bullying**

Pushing, kicking, hitting, punching, spitting, hair-pulling or any use of physical violence

Sexual assault

Making people do things they don’t want to

Stopping people doing things they want to

Damaging someone’s belongings

Taking someone else’s belongings e.g. mobile phones or money. The threat of violence can accompany theft and there can be clear instances of extortion focused on weaker students.

* **Verbal bullying**

Name-calling; the range of possible unpleasant language is wide and usually focuses on someone’s appearance, personal hygiene, family or ability

Sarcasm, teasing, mocking, ‘put-downs’

Spreading rumours

Saying or writing nasty things

Blackmail and threats

Making offensive remarks, including comments about someone’s gender, race, disability, religion or sexual orientation (including homophobic, biphobic and transphobic); this bullying is discriminatory and may be unlawful.

* **Indirect bullying**

Being unfriendly, not talking to someone (this is not falling out with a friend)

Excluding from social groups and activities

Tormenting (e.g. hiding books), making someone feel uncomfortable or scared

Using threatening gestures, looks and signs/symbols

* **Cyberbullying**

Misuse of areas of the internet, such as email and internet chat room

Mobile phone threats by text messaging and calls

Misuse of technology, e.g. camera and video facilities used to record ‘happy slapping’ or other inappropriate images (see appendix for further information).

**What are the signs and symptoms of bullying?**

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person:

* Is frightened of walking to or from school
* Doesn’t want to go on the school/public bus
* Begs to be driven to school
* Changes their usual routine
* Is unwilling to go to school (school phobic)
* Begins to truant
* Becomes withdrawn, anxious or lacking in confidence
* Starts stammering
* Attempts or threatens suicide or runs away
* Cries themselves to sleep at night or has nightmares
* Feels ill in the morning
* Begins to do poorly in school work
* Comes home with clothes torn or books damaged
* Has possessions that are damaged or ‘go missing’
* Asks for money or starts stealing money (to pay bully)
* Has dinner or other monies continually ‘lost’
* Has unexplained cuts or bruises
* Comes home ‘starving’ (money/lunch has been stolen)
* Becomes aggressive, disruptive or unreasonable
* Is bullying other children or siblings
* Stops eating
* Is frightened to say what is wrong
* Gives improbable excuses for any of the above
* Is afraid to use the internet or mobile phone
* Is nervous and jumpy when a cyber message is received

**How can we prevent bullying?**

At ELE we foster a clear understanding that bullying, in any form, is not acceptable. We are proactive in our approach to preventing bullying by:

* Including anti-bullying and relationships education in our carefully devised curriculum offer
* Regular praise of positive and supportive behaviour by all staff using verbal praise, stickers and through team and class points system
* Use of our Values assemblies and during lessons to develop empathy and emotional intelligence
* Anti-bullying focused week
* Any incidents treated seriously and dealt with immediately
* Encourage openness, stress that it is not wrong to speak out – **TELL**
* Allay fears of retaliation
* Give both sides the opportunity to say their side of the story, on their own and together
* Use Essence P.S.H.E/RSE/Citizenship lessons, circle time and assemblies to encourage good behaviour
* Speaking and working in partnership with parents
* Awareness of repeated incidents
* Encourage parents to report incidents immediately
* Worry Box for children to use to express anxieties or concerns
* Wellbeing Warriors programme who are trained in looking for signs that children may not be ok.
* Restorative justice-recognising the harm bullying behaviours have and apologising for actions and words and the hurt this behaviour brings about. REFLECTION gives the time and space to consider incidents, actions, feelings and opportunities to implement different behaviours in case of similar situations.

**Why is it important to respond to bullying?**

**Bullying Hurts!**

Everybody has the right to be treated with respect.

Everybody has the right to feel happy and safe.

No-one deserves to be a victim of bullying.

Bullies need to learn different ways of behaving.

**At ELE we will strive to ensure all pupils understand the difference between bullying and getting on and falling out.**

**Responses to bullying**

**Our school will respond promptly and effectively to reported incidents of bullying**

When an incident has been reported involvement can include the following; the child or children involved, the whole class, the class teacher, the headteacher, the parents. Involvement may include all of these or a combination of whatever is felt appropriate using strategies from our list of actions/responses.

All incidents of bullying must be reported to a senior leader who will log the incident through a stepped interview procedure and agree actions.

The parents of both parties will be informed.

A review date will be set to monitor how successful the approach has been or to consider additional preventative measures.

Incidents are analysed at least half termly by SLT to see if any patterns are emerging in negative behaviour in order to inform our preventative strategies such as lessons, assemblies.

The headteacher reports all bullying and hate incidents to the Full Governing Body through the Headteacher’s half termly Report.

**Procedures at Eccleston Lane Ends to respond to bullying or alleged bullying**

|  |  |
| --- | --- |
| **STEP 1** | A pupil, parent, friend or other approaches a member of staff or there is a self-referral through the worry box. |
| **STEP 2** | Staff member takes all allegations of bullying seriously and refers the situation to a member of the SLT. |
| **STEP 3** | Discussion/interview with all parties. Suggest ways forward. Agree actions and strategies (such as restorative justice) as well as sanctions in line with the Behaviour and Anti-Bullying Policy. It is important to remember that there is an underlying reason for bullying behaviour and support will be given to both the victim and the child who is the ‘bully’. Record all incidents. Inform parents of all parties. Report all incidents of bullying including alleged bullying in an anonymised form to Governors through the termly Headteacher’s Report. |
| **STEP 4** | Conduct a short term review. Record outcomes. Continue with anti-bullying messages through assemblies and the curriculum. |
| **If bullying behaviour continues** |
| **STEP 5** | If bullying continues SLT to organise appropriate referral to appropriate external agencies such as BIT team or in school such as pastoral leader mediation; buddy support or anger management skills training. |
| **STEP 6** | If the bullying continues exclusion will be considered in line with the Behaviour and Anti-Bullying Policy and in agreement with the Chair of Governors. |

**Appendix 1**

**Support Agencies**

### Anti-bullying Alliance – a unique collection of over 60 organisations, working together to stop bullying. ABA runs an ‘antibullying week’ focusing on schools in mid November each year. [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

**Beatbullying** includes ‘CyberMentors and ‘MiniMentors’. Beatbullying works with children and young people across the UK to provide them with all important opportunities to make positive and lasting changes to their lives and outlook.

<http://beatbullyingalliance.org.uk>

### Kidscape advice for parents 0845 1205 204 [www.kidscape.org.uk](http://www.kidscape.org.uk)

## Childline – advice and stories from children who have survived bullying 0800 1111 <http://www.childline.org.uk>

**NSPCC**

<http://www.nspcc.org.uk>

**Bullying on line** a website aimed at adults working with children under 11 years and for the children themselves

<http://www.bullying.co.uk>

**Think U Know** - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

**Stonewall** a lesbian, gay and bi-sexual with free resources available for dealing with homophobic bullying

<http://stonewall.org.uk>

**UKCCIS – UK Council for Child Internet Safety** over 140 organisations and individuals working together to help children and young people stay safe on the internet

<http://www.clickcleverclicksafe.com>

**Childnet International** work in partnership with others around the world to make the Internet a great and safe place for children

<http://www.childnet-int.org>

**Anti-Bullying Network**

<http://www.antibullying.net>

**Talk, Don’t Walk** a service for young people who may run away. A local, specialist service offering a range of information and advice, emotional and outreach support services, family medication and innovative training and resources to support everyone to develop healthier relaionships

<http://www.therelationshipscentre.co.uk/talkdontwalk>

Appendix 2

Neglect and Anti-Bullying

School Policy Appendix – added as a result of learning from St Helens Safeguarding Partnership (April 2021).

Eccleston Lane Ends aims to keep up to date with all safeguarding issues and as a result has added this appendix to this policy.

**Introduction**

For all children, learning about relationships and making friends is a key part of their development. Conflict resolution, problem solving and maintaining friendships is all part of this journey. However, unfortunately for some children, they find themselves being the victim of bullying, whether this is face to face or online.

Bullying is a complex yet real issue. As with any displayed behaviour, it is important we understand what the child or young person is trying to communicate to us. Bullying is always unacceptable, and should never be tolerated, however by addressing underlying causes, we stand a better chance of making sustainable changes and ensuring our children have happy and healthy relationships.

**Context and Rationale**

This appendix has been created for schools following key learning from St Helens Safeguarding Children Partnership. Neglect is a prevalent issue across St Helens and remains a key priority area for the Partnership.

Neglect can have devastating consequences on a child’s life, including on their relationships. If a child has not been nurtured or had the love and care that all children deserve, they can find themselves at risk of being bullied, or displaying bulling behaviours themselves.

**Victims**

Neglect may increase the risk of a child becoming a victim of bullying. This could be because:

* The child looks unkempt (i.e. unclean including unclean odour, poor dental hygiene, inappropriate clothing).
* A neglected child may (but not always) come from a low-income family and therefore may not be able to keep up with social pressures of having certain clothing/items.
* The young person may not have been shown love, care or warmth. This may mean that they were not shown the appropriate way to interact with other people, making it harder for them to do so in day to day life.
* A child who is neglected may have low self-esteem or anxiety which may make them vulnerable to being bullied.
* A child who is severely neglected, may develop additional learning or physical need, as the brain has not developed properly. Children with special educational needs and disabilities can be at an increased risk of being bullied.
* A child who is tired or hungry may behave differently, as their basic needs have not been met and this will affect how they can function.

**Children Who Display Bullying Behaviours**

Neglect may also increase the risk of a child displaying bullying behaviours to their peers. This could be because:

* A child who is severely neglected, may develop additional learning or physical need, as the brain has not developed properly. This could include social, emotional and communication difficulties which may impact on friendships.
* A child who has experienced neglect may lack the social skills to make friends. They may als have witnessed domestic abuse which can also distort their view on what a healthy relationship looks like.
* In addition, the consequential feeling of loneliness may cause them to present themselves as a more dominant force to other children.
* A child who has been neglected can feel anxious and out of control; they may therefore exert power over others to bring back the feeling of control.
* For any child who experiences abuse, including neglect, they may find themselves in ‘survival mode’. The trauma they experience may place them in a state of heightened awareness (fight or flight) that can cause them to display instinctive irrational reactions, rather than the regulated response we often guide our children to make.

**Opposing Views**

There may be situations where there are opposing views as to whether a child is a victim or the one displaying the bullying behaviours. In these situations, it is important to not lose sight of the potential root causes of the behaviour. All incidents should be investigated thoroughly, and an impartial, evidence-based conclusion decided. However, it may be that following the outcome of the investigation, both the victim and the child displaying the bullying behaviour will need support.

**Appendix 3**

**What is Cyber Bullying**

(a) It can be anonymous

(b) It can affect the target 24 hours a day, every day, as it intrudes safe

and personal spaces.

 (c) It can spread very quickly and resurface at a later date

 (d) It can be cross generational

It can take the form of:-

(e) Sending offensive texts/messages by mobile phone or via apps

(f) Picture/video bullying via mobile phone cameras

(g) Phone call bullying via mobile phone

(h) Email bullying

(i) Chat Room bullying

(j) Bullying via Instant Messaging

(k) Bullying via Websites

(l) Bullying via social networking sites

(m)Bullying via gaming sites (voice over)

(n) Uploading images to the Internet which may cause upset

**Beat the cyberbullies**

(a) Tell an adult you know and trust, (parent, teacher, learning assistant, pastoral leader, friend)

(b) Tell the company that provides your account, internet access or

 mobile phone

(c) Use the ‘report’ or ‘report abuse’ button on individual sites to report

 inappropriate content

(d) Keep any text messages from Cyberbullies

**Procedures for responding to cyberbullying or alleged cyberbullying incidents**

Steps 1-6 (above) will be followed, however as there are limited opportunities to cyberbully during school time due to security settings and not allowing mobile phones during the school day then parents very often see the direct bullying messages.

As well as school support and sanctions as outlined in school, parents may choose to use their judgement in removing devices for a period of time from their child at home in order to send a strong message of unacceptable behaviour.

Incidents found of severe cyberbullying at home may warrant a parent contacting the police for advice and support in addition to school.