



# Woolton Primary School


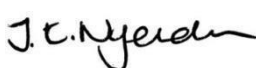


## Policy for Supporting Positive Pupil Behaviour Including Anti-Bullying and Cyber Bullying

2023 -26

A guide for children, parents and staff.

Learning Together...Achieving Together!

Written By	WPS
Ratified by Governors	Oct 2023
Date for Review	Oct 2026
Signed (Governor)	
Signed Head teacher	





## **Developing Positive Behaviour**



Woolton Primary School promotes a high standard of behaviour and an ethos where all members of the school are valued as individuals.

The school believes in the development of self- esteem, respect for others and self-discipline.

At Woolton Primary School great emphasis is placed on positive reinforcement of behaviour through praise. Children's confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and written.

This booklet sets out the expectations of behaviour at Woolton Primary School, where the Governing body, staff, pupils and parents seek to create an environment which encourages and reinforces positive behaviour and the fostering of positive attitudes. In addition, it sets out the consequences for misbehaviour, should it arise.

This policy should be read in conjunction with:

- The Anti-Bullying Policy
- Inclusion Policy

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well.

### **Aims**

- To create an environment that encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and unacceptable behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- That every member of the school community behaves in a considerate way towards others.
- To foster an environment in which everyone feels safe, secure and respected.



### **School Ethos**



Woolton Primary School Community believes that all children regardless of race, gender, religion, ability and disability have the right to learn in a caring, nurturing and supportive environment which promotes equal learning opportunities, and respect for diversity.

As a school we fully embrace the 'Every Child Matters Agenda (2004)' and have high regard for children's spiritual, moral, emotional and psychological well-being. We endeavour to provide a caring and creative learning environment. We promote the right for children to speak out and seek help in all aspects of their well-being.

We foster an environment in which everyone feels safe, secure and respected; so that we can all achieve our aspirations.

#### **Our school vision statement is:**

Learning Together...Achieving Together!

#### **Our school Mission Statement is:**

Working together to provide every child with an inclusive, high quality, enjoyable learning experience where success is celebrated and children feel valued.

Revised October 2019

### **How we will achieve our aims**





Praise and reward is the key to creating a positive atmosphere where the children have the opportunity to succeed through:

- Following our school charter
- A set of class rules
- A praise and reward system
- Adult example
- Personal, Social, Health Education and Citizenship lessons
- Circle Time

At all times the children will be encouraged to be reflective and to evaluate their own behaviour. They will plan strategies to achieve the desired behaviour.

### **Our School Charter**

The school charter reflects our agreed rules for behaviour and highlights our expectations and beliefs. In addition to these a small number of classroom rules will be discussed and agreed with the children. The school charter will be reinforced through the themes covered in the main school assemblies.

Our Charter will be displayed in all classrooms and in prominent places around the school. Staff will refer to it when dealing with both appropriate and inappropriate behaviour.

### **Our School Charter**

To make our school a happy place for everyone to learn and work we have agreed we will:

- Always respect everyone and celebrate their differences.
- Always look after each other and try to be honest.
- Show we care by resolving disagreements peacefully.
- Always use our best manners and be helpful to everyone.
- Always listen carefully to each other and try our very best in all we do.
- Always move around the school quietly and safely.
- Always take good care of our school property and belongings.
- Show respect for ourselves and our school by wearing our uniform with pride

### **The Curriculum and Learning**



We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. We will support this through planning for the needs of all children and actively involve children in their own learning.

It follows that lessons should have clear objectives understood by the children, and differentiated to meet the needs of all children. Marking and recordkeeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as an indicator that the children's efforts are valued and that progress matters.

### **Classroom Management**

We believe classroom management and teaching methods have an important influence on children's behaviour. Our classrooms are organised to develop independence and personal initiative. Each classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

This is further demonstrated through good relationships between adults and children, consistent use of our school behaviour policy and the provision of high quality resources and displays.





Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.

Praise should be used to encourage good behaviour as well as good work. Circumstances should be handled sensitively and dealt with in a way appropriate to the situation.



## **Rewards**



The best and most successful approach to creating a positive ethos is to treat children positively, by praising them, offering them encouragement and acknowledging their achievements.

We will ensure children know that their effort and achievement is recognised and valued, they will be rewarded through a range of possibilities:

- Team points.
- Stickers.
- Certificates.
- Praise of good and improved behaviour.
- Praise of good and improved work.
- Class reward systems.
- Lunchtime Awards.
- Head teacher Achievement Awards.
- Star of the Week Awards.
- Achievement postcards.
- Woolton GEM and Sporting GEM awards

As well as acknowledging and celebrating individual efforts and successes, pupils are encouraged to work collaboratively as a team and gain points for their teams. Winning teams are celebrated in a weekly whole school assembly. All teams have elected Y6team captains.

All classes will have the school charter and positive behaviour board displayed.

## **Consequences**



When we discuss inappropriate behaviour, we will encourage children to consider alternative choices they could have made which would have resulted in a positive outcome. Consequences of inappropriate behaviour may be:

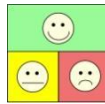
1. The child will be asked to think about what he/she has done wrong, what other choices could have been made and where appropriate, write a letter of apology.
2. Time out in class or in another class
3. Loss of privileges (e.g. miss a playtime)
4. Under supervision work may be finished at playtime or as part of lunchtime sanction.
5. The child may be sent to the Deputy Head teacher/ Head teacher.
6. A weekly report card may be put in place.
7. An Individual Behaviour Plan (IBP)
8. Serious concerns linked to behaviour would result in a child being excluded from school. This can be for a fixed term (specifically stated period of time) or permanently. A permanent exclusion is issued for a very serious incident or matter only.

Please note: The Head teacher can issue a fixed term exclusion for an individual incident of a very serious nature.

A parent or guardian may be contacted at any stage to discuss their child's behaviour.



The positive behaviour board will be used as follows:



- All children will begin each session with the assumption they are on the smiley face/green section of the board.
- All children should aim to remain in this area.
- If a child misbehaves in the first instance they will be given a non-verbal warning.
- This will be followed by a verbal warning.
- Then they may have their name placed on the yellow part of the board.
- They may need time out in another class.
- If the misbehaviour continues the child's name may be moved to the red section of the board, this will be recorded as a sanction.
- This could then result in a further loss of privileges (please refer to the list of consequences.)
- Sanctions/red card warnings will be recorded in the class behaviour folder.
- These class folders will be monitored weekly.

On a regular basis throughout the year class teachers will choose two children who have consistently remained on the smiley face/green section of the board. A school postcard will be sent to their families.

Children who remain on the smiley face/green section throughout half term will receive an end of term reward.





## **Information for the children**

### **Our Rewards**



**When you are behaving well your name will stay on the smiley face/green section of the positive behaviour board.**

Your rewards will be;

- A sign to show you are doing well
- You will be praised.
- You may get a sticker.
- You may get a team point.
- You may be acknowledged in a celebration assembly
- You can share your work with the class or an adult
- Your parent may be told about your good work.
- You may receive a postcard home.
- You may be selected as a Woolton GEM or Sporting GEM





## **Information for the children**

### **Our Consequences**



- You will be spoken to and reminded about how you are expected to behave.
- You will be asked to identify what is unacceptable about your behaviour.
- Your reflection may be shared with your parents at the end of the day, or we may telephone to speak to your parent.
- Your name may be written on the yellow section of the board.



- You may be sent for time out in another class to reflect on your behaviour.
- Lunchtime sanctions may be given.
- Your parents may be informed if it is a regular occurrence.
- Your name may be moved to the red section of the positive behaviour board.
- You may go to a senior member of staff and your parents may be informed.



## **Further information for Staff, Children and Parents**

### **Developing Positive Behaviour**

#### **Staff will**

- Provide a consistent approach across the school.
- Model appropriate behaviour.
- Promote honesty and courtesy by example.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Show appreciation of the efforts and contributions of all.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Follow the agreed behaviour policy and support each other in doing so.
- Sign the Home-School agreement and agree to follow the school's expectations.

#### **Children will**

- Treat others as they would like to be treated.
- Respect others regardless of age, gender, race, ability and disability.
- Accept responsibility for their own choices.
- Follow the agreed school charter.
- Support their peers by modelling appropriate behaviour.
- Listen and respond to all adults' instructions.
- Line up quietly and move sensibly at all times i.e. assemblies, lunch times.
- Walk around the school at all times.
- Stop to let an adult pass through doorways and corridors.
- Take care of their personal appearance throughout the school day.
- Always play sensibly on the yard.
- Work collaboratively within their class/team.
- Sign the Home-School agreement and agree to follow the school's expectations.

#### **Parents will**

- Support the school so children receive consistent messages about how to behave at home and school.
- Support and encourage their child's learning.
- Inform the class teacher should any concerns arise about behaviour/welfare.
- Ensure that children have the correct uniform and resources in school.
- Sign the Home-School agreement and agree to follow the school's expectations.

#### **The Head teacher will**

- Implement the school behaviour policy consistently throughout the school.
- Will report to governors on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Celebrate examples of exemplary behaviour with the whole school.
- Support the staff in implementing the behaviour policy.
- Keep records of all reports of incidents of serious misconduct with action taken.
- Lead on dealing with serious unacceptable behaviour.
- Notify governors as necessary of any incidents of serious misbehaviour with action to be taken.
- Sign the Home-School agreement and agree to follow the school's charter.

Thank you to all the school community who contributed to developing this polic



## **Anti – Bullying Including Cyber Bullying**

### **Woolton Primary School Anti-Bullying including Cyberbullying**

#### Vision, Values and Ethos

WPS is committed to the principles of inclusion. We have a caring, supportive ethos that seeks to value all individuals. Our school promotes equality of opportunity for all members of our school community.

We will involve all children in developing the direction our school takes to promote equality of opportunity and accessibility to the school environment. We also seek to encourage full participation of all members of our school community in all aspects of our work.

WPS aims to provide a broad and balanced curriculum in a happy, challenging environment where each pupil can develop to the maximum of his/ her potential and feel valued as an individual who can contribute to the life of our school and society in general.

#### Aims

- To reduce and eradicate instances in which pupils are subjected to bullying in any form
- To establish appropriate means of providing after—care should an incident of bullying occur

#### Objectives

These aims will be achieved through;

Ensuring that all members of our school community are aware of the policy and fulfil their obligations to it

Ensuring that issues concerning bullying and relationships within school are dealt with as part of the P.S.H.E. and Citizenship curriculum

#### **Definition of Bullying**

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. name calling, racist remarks, gender remarks) or indirect (e.g. spreading rumours,



excluding someone from social groups). Single incidences of verbal or physical attack, and behaviour which is hurtful but not intentional should also be taken seriously and dealt with accordingly.

### **WPS Staff**

WPS staff will act - and importantly be seen to act - firmly against bullying wherever and whenever it appears.

Individual members of staff will be alert to signs of bullying and act promptly and firmly against it. Failure to respond to incidents may be interpreted as condoning the behaviour.

### **WPS Children**

It is important that our children should:

- Be involved in the development and reviewing of anti—bullying policies and practice
- Learn about what constitutes bullying and what to do about it
- Have opportunities to develop the skills to resist bullying and to deal with bullying
- Be aware that knowing about bullying by or to others and doing nothing is unacceptable. (The onlooker or bystander).

### **WPS Parents**

WPS parents' role is to help the school to deal with bullying. Parents should:

- Discourage their children from using bullying behaviour at school, at home or elsewhere
- Take an active interest in their children's school life, especially with regard to friendships, playtime and the journey to and from school
- Watch out for signs that their children are being bullied, or are bullying others
- Contact the school at the first sign if they are worried that their children are being bullied or are bullying others.

### **WPS Governors**

The WPS Governors' role is to ensure that the school has a policy and that the policy is operated by all staff effectively. To ensure this the governing body should:

- Review the school's bullying policy regularly
- Consult all interested parties in revising the policy as necessary
- Help to explain the policy to all interested parties
- Ask for information to enable it to monitor the implementation and evaluate the effectiveness of the policy



All members of the WPS school community are encouraged to:

- Treat everyone with consideration and respect
- Be polite and helpful at all times
- Be friendly
- Be honest and cooperative
- Treat property with respect

WPS accepts the responsibility to take steps to prevent any member of the school community from:

- Making unkind or offensive comments (including comments about people's appearance or ability/disability)
- Behaving in a racist, sexist or homophobic manner
- Using foul or unacceptable language
- Being rude, aggressive or behaving unacceptably
- Shouting
- Using verbal or physical aggression

Victims and witnesses of bullying will know that it is 'OK to tell' and that they will receive practical help if they do so.

Anyone who bullies will be made aware of the effect of their actions. It will be made clear to them that they are bullying, that their behaviour is unacceptable and that it will not be tolerated. It will also be recognised, however, that some bullies themselves need help and support and that the school has a responsibility to ensure that all incidents of bullying will be recorded and monitored. The record includes details about the nature of the incident, a note of the action taken and a list of people who were notified.

This includes incidents of a racist nature; these are also reported to the LA. Please refer to WPS Challenging Racism Policy for further details.

**WPS procedure for responding to incidents of bullying is as follows:**

- Opposition to such behaviour is made clear
- The reasons for the objections to such behaviour are explained
- Steps are taken to ensure that such behaviour is not repeated. This will include the use of playground sanctions, during which time senior staff will work with the offender to understand the seriousness of their words and actions
- The School Council may speak to the offender to convey their peers' views on such behaviour
- The parents of the offender are reminded of the school's policy not to tolerate such behaviour



- Children who have been bullied, and their parents, are supported
- Children are given the opportunity to report after each session to a senior member of staff to update them on the situation
- The nature and response to an incident is made known to other staff

## Cyberbullying at WPS

### Tackling cyberbullying - directly links to WPS Internet Safety Policy

Mobile, Internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide. But their popularity provides increasing opportunities for misuse through 'cyberbullying', it's crucial that children and young people, who are particularly skilful at adapting to new technology, use their mobiles and the Internet safely and positively, and that they are aware of the consequences of misuse. School staff, parents and pupils at WPS have to be constantly vigilant and work together to prevent this form of bullying and tackle it wherever it appears.

The advent of cyberbullying adds new dimensions to the problem of bullying. Unlike other forms of bullying, cyberbullying can follow children and young people into their private spaces and outside school hour. Cyberbullies can communicate their messages to a wide audience with remarkable speed, and can often remain unseen and unidentifiable. What is cyberbullying?

- Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.
- Picture/video—clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
- Phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- Bullying through Instant messaging (IM) is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.



- Bullying via websites includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyberbullying.

School staff, parents and pupils at WPS need to work together to prevent this and to tackle it whenever it occurs.

WPS has a duty to ensure that:

- Teachers have sufficient knowledge to deal with cyberbullying in school
- The curriculum teaches pupils about the risks of new communications technologies, the consequences of their misuse, and how to use them safely
- All e-communications used on the school site or as part of school activities off-site are monitored
- Internet blocking technologies are continually updated and harmful sites blocked
- They work with pupils and parents to make sure new communications technologies are used safely, taking account of local and national guidance and good practice
- Security systems are in place to prevent images and information about pupils and staff being accessed improperly from outside school
- They work with police and other partners on managing cyberbullying.

WPS Staff:

Have responsibilities in:

- Teaching children safe Internet etiquette
- Applying school policy in monitoring electronic messages and images on school computer programmes and applications children use as part of the curriculum.
  1. personal privacy rights
  2. material posted on any electronic platform
  3. photographic images
  4. taking action if a pupil is being cyber bullied or is bullying someone else
  5. teaching pupils the value of e-communications and the risks and consequences of improper use, including the legal implications

WPS will help parents by providing briefings for parents on:

- e-communication standards and practices in schools
- What to do if problems arise
- What's being taught in the curriculum





- If the problem continues, think about changing your phone number. If you receive calls that scare or trouble you, make a note of the times and dates and report them to the police. If your mobile can record calls, take the recording too.
- Emails
- Never reply to unpleasant or unwanted emails — the sender wants a response, so don't give them that satisfaction.
- Keep the emails as evidence and tell an adult about them. Ask an adult to contact the sender's internet Service Provider (ISP) by writing abuse@ and then the host, e.g. [abuse@hotmail.com](mailto:abuse@hotmail.com)
- Never reply to someone you don't know, even if there's an option to 'unsubscribe'. Replying simply confirms your email address as a real one.
- Chat rooms and instant messaging - Never give out your name, address, phone number, school name or password online. It's a good idea to use a nickname. And don't give out photos of yourself.
- Don't accept emails or open files from people you don't know.
- Remember it might not just be people your own age in a chat room.
- Stick to public areas in chat rooms and get out if you feel uncomfortable.
- Tell your parents or carers if you feel uncomfortable or worried about anything that happens in a chat room.
- Think carefully about what you write; don't leave yourself open to bullying.
- Three steps to stay out of harm's way
  1. Respect other people - online and off. Don't spread rumours about people or share their secrets, including their phone numbers and passwords.
  2. If someone insults you online or by phone, stay calm – and ignore them.
  3. 'Do as you would be done by.' Think how you would feel if you were bullied. You're responsible for your own behaviour — make sure you don't distress other people or cause them to be bullied by someone else.

The law is on your side The Protection from Harassment Act, the Malicious Communications Act

1988 and Section 43 of the Telecommunications Act may be used to combat cyberbullying. People may be fined or sent to prison for up to six months.

Our WPS Anti Bullying Policy is part of our strategy to develop positive learning environment and ethos for all our pupils, and should be read in conjunction with our positive behaviour policy and inclusion and Equality Statements.