



**FARNWORTH CHURCH OF ENGLAND
PRIMARY SCHOOL**

GOOD BEHAVIOUR AND ANTI-BULLYING POLICY

Current version recommended by	J. Stillings / H. Whitfield
Originally approved by	IEB
Original approval date	Sept 2011
Current version number	4.4
Current version approved by	Governing Body
Current version review Date	Spring 2020

CHANGE RECORD FORM

Version	Date of change	Date of release	Changed by	Reason for change
2.1	Sept 2011	Sept 2011	JS	Update in line with senior personnel changes
3.1	Sept 2012	Oct 2012	JS	Update to reflect cross phase work on values and school rules (Spring / Summer 2012)
3.2	May 2013	May 2013	JS	Pg 9 updated to reflect Team Teach training on 24.5.13
3.3	Oct 2013	Oct 2013	JS	In line with LA guidance to amended to extend reporting systems to recording, dealing with and reporting on bullying incidents which are based on prejudice against any person's protected characteristic or characteristics, including perceived characteristics.
4.1	Sept 2015		JS / SLT	Response to staff consultation and pupil survey regarding rewards and sanctions and low-level disruption
4.2	January 2018	April 2018	SLT	Policy review schedule; slight amendments to policy in view of current practice.
4.3	October 2018	November 2018	HW	Amendments to policy made in view of current practice
4.4.	Feb 2019	Feb 2019	JS / HW	Amendments to policy regarding exclusion protocols



CONTENT

1. Our Values and Golden Rules	3 -4
2. Policy Aims	4
3. We promote good behaviour by	4
4. General Good Behaviour Expectations	5
5. Playtime Behaviour	5
6. Playground Rules	6
7. Rewards	6-7
8. Consequences	7
9. Pupil Exclusions	7 - 8
10. Bullying	8
11. Equal Opportunities	8 - 9
12. Children with special Educational needs or disabilities	9
13. Support for staff	9 - 10
14. Physical Restraint and use of Force	10
15. The Role of the class teacher	10
16. The Role of the head teacher	11
17. The Role of parents and carers	11
18. The Role of the Governing Body	11
19. Monitoring and Review	11 - 12
20. Anti-bullying Policy	13 - 14

APPENDICES

Appendix 1: Supporting Good Behaviour in Class	15-16
Appendix 2: Letter explaining rewards and sanctions	17
Appendix 3: Prejudiced Bullying - Guidance for Schools	18-24
Appendix 4: Incident Reporting Form	25 – 28
Appendix 5: Summary Form	29
Appendix 6: Cheshire Police Procedures	30

Policy:	Good Behaviour and Anti-bullying Policy	Page 2 of 30	
Original author:	J. Stillings	Current version:	4.4
Current version approved by:	Governing Body	Status:	Statutory

Related Policies:

This policy is part of a whole school strategy to promote the inclusion of, and effective learning for, all pupils and should be read in conjunction with the following policies:

- Confidentiality
- Data Protection
- Exclusions
- Equality
- Pupil Premium
- Safeguarding
- Special Educational Needs and Disability
- Supporting Pupils with Medical Conditions

1. Our Values and Golden Rules

Our learning community is shaped by our Christian values which are those of the Fruits of the Spirit (Galatians 5:22-23).

Love And you must love the LORD your God with all your heart, all your soul, and all your strength. Deuteronomy 6:5 (NLT)

Peace May the Lord show favor toward you, and give you peace. Numbers 6:26 (NLT)

Faithfulness Great is Your faithfulness. Lamentations 3:23b (NASB)

My heart leaps for joy and I will give thanks to him in song. Psalm 28:7 (NIV) **Joy**

Goodness Surely goodness and mercy shall follow me all the days of my life: and I will dwell in the house of the LORD forever. Psalm 23:6 (KJV)

Gentleness Pursue a godly life, along with faith, love, perseverance, and gentleness. 1 Timothy 6:11b (NLT)

Meanwhile, the saints stand passionately patient, keeping God's commands, staying faithful to Jesus. Revelation 14:12 (The Message) **Patience**

Self-Control A person without self-control is like a house with its doors and windows knocked out. Proverbs 25:28 (The Message)

Kindness But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Galatians 5:22-23a (NIV)

Policy:	Good Behaviour and Anti-bullying Policy	Page 3 of 30	
Original author:	J. Stillings	Current version:	4.4
Current version approved by:	Governing Body	Status:	Statutory



From our values we have worked together as a whole school to form our golden rules which help us to choose how to live.

PEACE	Be peaceful in prayers when speaking to God
LOVE	Sharing is caring
FAITHFULNESS	Be loyal, be kind, put faithfulness in your mind
GENEROSITY	When someone needs help, be there for them
FORGIVENESS	Always give people a second chance
GENTLENESS	Everyone has a right to be in school, fill it with gentleness
JOY	Share your joy and you will get it back
SELF CONTROL	With self control you can achieve your goal
PATIENCE	Don't give up, keep trying

2. Policy Aims

1. To develop a whole school behaviour policy, supported and adhered to by the entire school community – parents and carers, staff, children, governors and visitors - based on a sense of community and shared values.
2. By applying positive policies, to create a caring, family atmosphere in which teaching and learning can take place in a safe, supportive and happy environment.
3. To teach, through the school curriculum, values and attitudes as well as knowledge and skills.
4. To instil good behaviour for children of all ages and abilities through a consistent reward system, rather than simply to punish bad behaviour.

3. We promote good behaviour by:

- ✓ Offering a broad, balanced and rich curriculum that is well organised, exciting and stimulating
- ✓ Understanding that interest, enthusiasm, opportunities for creativity and quality first teaching underpin all behaviour in school
- ✓ Being aware of the language we use and using language to challenge behaviour in a careful and considered way
- ✓ Supporting children in and expecting them to repair and restore situations where their behaviour has caused damage, upset or disruption
- ✓ Teaching and modelling appropriate and respectful behaviour in school
- ✓ Teaching children how they learn and how to show good learning behaviour
- ✓ Following procedures that are consistent throughout the whole school and are fully understood by children, teachers, parents and non-teaching staff
- ✓ Affirming and rewarding good behaviour
- ✓ Challenging and sanctioning poor behaviour

Policy:	Good Behaviour and Anti-bullying Policy	Page 4 of 30	
Original author:	J. Stillings	Current version:	4.4
Current version approved by:	Governing Body	Status:	Statutory

4. General Good Behaviour Expectations

In the classroom

The children should be:

- a. Tidy
- b. Industrious
- c. Respectful
- d. Attentive
- e. Co-operative
- f. Courteous

However, our aim is to avoid children linking ‘good’ behaviour simply with compliance or being quiet. Positive learning behaviour includes a level of engagement and an enquiring, lively mind. It is reflected in learners who display self assurance, pride and confidence in their learning.

Collective Worship / Assemblies

The children should enter and leave the hall quietly.

Lunchtime

The children should enter and leave the hall/classrooms quietly.

Movement

Safe movement is essential inside and outside the school.

Walking, not running, is required at all times inside the school building.

The children should walk on the left-hand side of the corridors in single file at all times.

Good Manners

Good manners should be insisted upon at all times.

5. Playtime Behaviour

In order to ensure a high standard of behaviour during playtime the following should be observed.

1. The members of staff on duty should dismiss their classes promptly and ensure that they themselves are outside as soon as possible in order to supervise the children.
2. It should be ensured that all children are outside and not inside unless by prior agreement and under supervision.
3. The members of staff on duty should keep a close eye on children and pro-actively manage behaviour to avoid possible problems.
4. The members of staff on duty should try to help children who find it difficult to mix and join in with others.
5. Behaviour problems should be dealt with according to school procedures. Please see Consequences.
6. At the end of play the children stand quietly and still on hearing the first whistle, and line up silently in classes when told to do so or after a second whistle.
7. Teachers promptly collect their class from the playground; presenting at the front of their class line
8. Children should come back into their classrooms quietly.

Policy:	Good Behaviour and Anti-bullying Policy	Page 5 of 30	
Original author:	J. Stillings	Current version:	4.4
Current version approved by:	Governing Body	Status:	Statutory

6. Playground Rules

1. Children must stay in the playground and on view to the members of staff on duty.
2. Children are only allowed on the field if permission has been given.
3. All litter must be placed in bins.

7. REWARDS

House points

The aim of the house points system is to encourage positive attitudes to work, high standards, good manners and behaviour, initiative, and a sense of responsibility. Above all, it is intended to instil a team ethos where all are mutually supportive of each other.

Points should be awarded to reward pupils for good work and good behaviour.

Every child should be encouraged, regardless of ability. Effort, perseverance, personal achievement, consistency, attentiveness, involvement, keen interest, care and courtesy are all worthy of commendation.

House points are also used to encourage good behaviour and co-operation in group situations.

A record must be kept in class of points scored by each house. This will enable awards to be given at the end of each half term. It is up to the discretion of the teachers as to how this is displayed.

House points will be collected on a Friday morning by two monitors with totals to be announced during Friday afternoon celebration assembly and the winning team celebrated, culminating in the award of a half termly non-uniform day.

Star of the Week

Each class's Star of the Week will be awarded during Friday afternoon's celebration assembly. An award book will be sent around the classrooms before being placed in the staff room on Friday mornings. Teachers should write down the name of any child in the Star of the Week book they feel deserves recognition and the reasons why.

Head teacher's Award

Pupils can be sent to the head teacher to receive a celebratory note home which is supplemented by a text message. This may be for good behaviour or work. If a child is sent to the head teacher on three separate occasions, they receive a special certificate in the celebration assembly and a 'Learning Champion' badge (this recognises behaviour for learning as well as academic progress / achievement).

In addition to the above, it is very important that the positive aspects of praise and reward should have a great emphasis.

1. Commendations can and should be entered in exercise books and workbooks.
2. Recognition can be given to success of differing kinds in assemblies, class time and lunchtime.
3. Pupils' work can/should be displayed as much as possible.

Policy:	Good Behaviour and Anti-bullying Policy	Page 6 of 30	
Original author:	J. Stillings	Current version:	4.4
Current version approved by:	Governing Body	Status:	Statutory

4. Above all, praise and encouragement in lessons/lunchtime should be used as much as possible.

8. Consequences

Section 4 details our minimum behavioural expectations. It is expected that all children will consistently display these behaviours. Each class displays this expectation by beginning each day with all children placed on the 'sunshine' (Key Stage 1) or equivalent starting point in Key Stage 2 (see Appendices 1 and 2).

Children who do not follow the school rules will receive the following sanctions from all staff:

- ✚ Verbal Warning (x2) - it will be made clear that it is the behaviour and not the child that is unacceptable and this will be discussed with them
- ✚ Following 2 verbal warnings, move pupil to the thinking cloud (or equivalent in KS2)
- ✚ If the behaviour does not improve the pupil will be moved to the 'thunder cloud' (or equivalent in KS2) and will be sent to members of the SLT as shown below
- ✚ If a child behaves aggressively and hurts another child or is rude / disrespectful to an adult, then s/he will move their photograph/name to the 'thunder cloud' (or equivalent in KS2) and the child will be sent to members of the SLT in the following order:
 1. Key Stage Assistant Head teachers - teacher must inform parents / carers that this measure has been taken. The sanction will vary depending on the nature of the behaviour and will be decided between the class teacher and relevant assistant head. This can include a discussion about how to improve behaviour, or a playtime or dinnertime detention.
Assistant Head teachers to log all such instances and monitor patterns.
 2. Deputy Head teacher – behaviour has not improved as a result of parent being informed and intervention of assistant head teacher.
 3. Head teacher, name recorded electronically in the child's file (SIMs Behaviour Management). The Head teacher may also place the child on report for 5 / 10 days.

9. Pupil Exclusions (please see Exclusions policy)

At Farnworth CE we firmly believe that all children have a right to learn. This means that if a child is making it impossible for a teacher to teach or others to learn, and in-class strategies have been attempted, they will be removed from the lesson until the situation can be resolved in some way. Exclusion will be used only as the last resort. By keeping parents and carers informed, supporting and involving them when problems arise, we aim to prevent the escalation of poor behaviour.

Exclusion may be internal (excluded from the class or group) or external (excluded from school). We inform parents if children are being asked to leave their class on a more regular basis.

Possible reasons for exclusion:

- Bringing the reputation of the school into disrepute, for example vandalism, or verbally abusing members of staff in front of parents or other members of the community.
- Serious or persistent physical attacks on children.
- Serious or persistent bullying.
- Serious or persistent disruption to any learning including refusing to leave a classroom when asked.

Policy:	Good Behaviour and Anti-bullying Policy	Page 7 of 30	
Original author:	J. Stillings	Current version:	4.4
Current version approved by:	Governing Body	Status:	Statutory

- Acts of deliberate physical violence against adults will result in exclusion. If attacks are serious or repeated the head teacher will seek to permanently exclude the child. While attacks on children are viewed as no less serious, in the case of adults someone must supervise the child and we will not ask adults to supervise children known to be persistently violent.
- Running out of school.
- Persistent stealing from school or individual members of the school community.
- Deliberate vandalism or damaging of school property or equipment.
- Serious or persistent verbal abuse of members of the school community.
- Behaving in such a way that staff have to regularly use restraint or force to control situations.
- Serious or persistent racist abuse or threats will result in a fixed-term exclusion. If abuse or threats continue after exclusions the head will seek to permanently exclude.

A CARE Plan or Common Assessment Framework (CAF) will be drawn up for any child whose behaviour puts him/her at risk of permanent exclusion (In line with HBC Protocols CARE plans are not used for children with EHC Plans). Parents and the child will be involved as well as any other agencies working with the family and the Local Authority will be informed. The CARE Plan or CAF will be subject to regular review. A CARE Plan or CAF will outline the responsibilities of the school, child, parents and other agencies as appropriate. All are expected to implement any actions agreed fully.

10. Bullying (see also Appendices 3 – 6 and Anti-bullying Policy)

Bullying involves any behaviour which includes intent to harm. Harm is defined as physical and emotional harm. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we aim to act immediately to stop any further occurrences of such behaviour. Whilst it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All reported incidents of bullying are investigated and recorded electronically by the Head teacher using SIMs Behaviour Management. These are reported to the named Safeguarding Governor (Mr McKnight) on a termly basis (see also Appendix 1: Prejudiced Bullying – Guidance for Schools).

The school takes all reported incidents seriously and each case is dealt with according to the needs of the children involved. All children involved in bullying—whether they are bullied, bully others, or see bullying—can be affected. We recognise the importance of supporting all children involved to make sure the bullying doesn't continue, and effects can be minimised.

If a child is bullying another child in his or her class we may, for a fixed period, move the perpetrator out of the class enabling the child being bullied to feel safe in school and therefore able to learn. Bullying can result in the perpetrator spending playtime and lunchtime indoors, enabling all children to feel safe and happy outside. In all incidents of bullying we offer to counsel both the victim and the bully and actively seek their views in resolving the situation.

11. Equal Opportunities

Equality does not involve all children being rewarded for the same things; they are rewarded for things that are significant for them. Some children need rewards for minor improvements as every child needs to feel valued and their efforts appreciated. We understand that consistently 'well behaved' and well-mannered children are getting rewards all the time: enjoying their learning, succeeding, enjoying successful relationships with the adults and

Policy:	Good Behaviour and Anti-bullying Policy	Page 8 of 30	
Original author:	J. Stillings	Current version:	4.4
Current version approved by:	Governing Body	Status:	Statutory

children. For this reason, it is fair that children are not all rewarded for the same thing the same, this is how we keep behaviour and discipline fair for all and enable all to succeed.

12. Children with special Educational needs or disabilities:

At Farnworth CE we recognise our duties under the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice and understand that a pupil's disability may make it harder for them to comply with this policy than other pupils who are not disabled. There may be certain situations where different procedures need to be put in place to support pupils who have difficulties working under our universal behavioural system, or for whom this system is not appropriate. In this case, the teacher, along with the SENDCo, will develop a behaviour support plan with the child and parents, to enable the child's needs to be met.

Some children may need some teaching / resources that are additional and different to their peers:

- A short course in anger management
- Sessions to promote children's ability to manage their impulses
- Brain gym, a stress ball or other way of fidgeting which doesn't disturb other people
- Access to a safe place where children can go when they are going to disrupt the class by remaining
- Children with specific behavioural difficulties (e.g. autism) may need alternative activities to situations which will cause them distress such as some types of group work
- Very young children who are occasionally aggressive with their teacher during the first term will not usually be excluded.
- Meditation is offered to pupils who may have issues with controlling their emotions
- Use of the quiet garden

In addition, evidence shows that children and young people with special educational needs and disabilities (SEND) are significantly more likely to be bullied or victimised than those who don't have any SEND.

At Farnworth CE we aim to overcome this by:

- improving SEND practice in school through early identification of SEND and vulnerable children's needs
- early intervention through support for children, teachers, parents and carers
- disseminating information to the wider sector
- ensuring our training and resources are influenced and informed by children and young people with SEND themselves and specialist teacher support

13. Support for Staff

Promoting positive behaviour and managing poor behaviour can be the most difficult aspect of an individual's job. Behaviour management is a whole school issue and the responsibility of every adult working (paid or otherwise) in school. We expect all adults to be treated with equality and respect. If any adult experiences difficulties in managing and supporting an individual child's, group, or class behaviour they must seek the support of a senior member of staff (usually the deputy head / SENDCO or head teacher). It is the responsibility of every adult in school to ensure that they can support positive behaviour and deal with poor behaviour in line with school policy.

Policy:	Good Behaviour and Anti-bullying Policy	Page 9 of 30	
Original author:	J. Stillings	Current version:	4.4
Current version approved by:	Governing Body	Status:	Statutory

Senior members of staff have responsibility for ensuring that every adult in school is able to promote positive behaviour and deal with poor behaviour. Staff employed at school may implement the same sanctions as teachers (loss of play time, seeing a senior member of staff). Unpaid staff should refer to the class teacher for support.

14. Physical Restraint and Use of Reasonable Force

All members of school staff have a legal power to use reasonable force. At Farnworth CE Primary reasonable force may be used to:

- Prevent pupils injuring themselves or others
- Damaging property
- Causing disorder

Usually we are aware of children who may behave in any of the above ways before an incident takes place in which case a Support Plan is drawn up and shared and signed by parents or carers.

The use of force as a punishment is unlawful and **will not** be used.

Most school staff at Farnworth CE are Team Teach trained (training date: 3/1/18; number of staff trained: 22) and any use of physical intervention is based on a necessary, proportionate and reasonable response to prevent pupils hurting themselves or others, from damaging property or causing disorder. Team-Teach techniques seek to avoid injury to the pupil, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the pupil remains safe.

Parents or carers are always informed when any form of physical intervention has been required with a child. They are expected to attend a meeting to discuss how they will support their child's behaviour and work with the school to ensure that there is no need to intervene physically with their child.

Children whose behaviour is persistently violent and requires the physical intervention of an adult are at risk of exclusion. Deliberate assaults on adults or children would usually result in a fixed term exclusion, mitigating circumstances (e.g. a child on the Autistic Spectrum where an 'intent to harm' is not clearly identified) would be taken into account. We will make reasonable adjustments when using reasonable force in response to the behaviour of pupils with special educational needs or disabilities.

15. The role of the class teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

With the support of the SENDCo, the class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the LA's behaviour support service.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Policy:	Good Behaviour and Anti-bullying Policy	Page 10 of 30	
Original author:	J. Stillings	Current version:	4.4
Current version approved by:	Governing Body	Status:	Statutory

16. The role of the Head teacher

The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Head teacher ensures records of all reported serious incidents of misbehaviour are kept.

The Head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. These actions are taken only after the Governing Body and Local Authority has been notified.

17. The role of parents and carers

1. Parents are involved, they are kept informed about behaviour at parents' evenings, in the end of year reports and more frequently if behaviour causes concern. Parents may be contacted and expected to promptly collect their child if their behaviour is extreme and unacceptable leading to the child being excluded.
2. Parents are expected, in accepting a place at Farnworth CE, to support school policy. Children learn to make successful and appropriate choices when parents and school work together to support the child's developing behaviour. Parents should accept that their child may be 'told off' and that all children are capable of behaving in an unacceptable way. Parents may be asked to, and are then expected to, attend meetings regarding their child's behaviour. We may ask parents to attend meetings about children's behaviour during the teacher's working day

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We expect parents and carers to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher and, if need be, the Governing Body. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

18. The role of the Governing Body

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governing Body supports the Head teacher in adhering to these guidelines.

The Head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but the Governing Body may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

19. Monitoring and review

The Head teacher monitors the effectiveness of this policy on a termly basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes

Policy:	Good Behaviour and Anti-bullying Policy	Page 11 of 30	
Original author:	J. Stillings	Current version:	4.4
Current version approved by:	Governing Body	Status:	Statutory



recommendations for further improvements. In addition, from September 2013, termly reports on prejudiced based bullying are submitted to the Local Authority.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Assistant Head teachers and Deputy Head teacher record any instances of children sent to them. Likewise, the Head teacher logs all such incidents of children being sent to her using SIMS Behaviour Management software.

The Head teacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded. This information is also logged on SIMs and the LA are immediately advised of the school's actions using their own pro forma.

It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

This policy will be reviewed on a bi-annual basis.

Policy:	Good Behaviour and Anti-bullying Policy	Page 12 of 30	
Original author:	J. Stillings	Current version:	4.4
Current version approved by:	Governing Body	Status:	Statutory



ANTI-BULLYING POLICY

The policy for dealing with bullying is stated as part of the School's Good Behaviour Policy.

Definition

Farnworth CE Primary School has adopted the following definition of a bullying incident:

Any incident which is perceived to be bullying by the victim or any other person.

It can be:

- Deliberately hurtful (physically or emotionally)
- Usually repeated over a period of time
- Difficult for victims to defend themselves against
- Bullying results in pain and distress to the victim

Effective Strategies to Prevent and Respond to Bullying

We promote appropriate behaviour through direct teaching during circle time/PSHE lessons, and by creating an emotionally and socially safe environment where these skills are learned and practised. Our aim is to create a climate where bullying is not accepted by anyone within the school community.

Our Curriculum will be used to:

- Raise awareness about bullying by targeting Anti-bullying week annually in November
- By using circle time and PSHE lessons throughout the whole school
- We will use assemblies and class sessions to reinforce our message that bullying will not be tolerated
- Posters and assemblies will tell children about Childline and other sources of confidential help. Year 5 and 6 also access Childline workshops.
- Children are told that they must report any incidence of bullying to an adult and where to get help and advice
- Signpost external sources of help:

 [Anti-Bullying Alliance](#)

 [Bullying UK](#)

 [Childline](#)

 [The Diana Award](#)

 [Kidscape](#)

Responding to incidents when they occur

- Children who believe they are being bullied should report this to their class teacher or another adult in school who they feel they can talk to.

Policy:	Good Behaviour and Anti-bullying Policy	Page 13 of 30	
Original author:	J. Stillings	Current version:	4.4
Current version approved by:	Governing Body	Status:	Statutory



- Children who see others being bullied should report this to their class teacher or, again, another adult in school who they feel they can talk to.
- All reported incidents of bullying must be investigated and taken seriously by staff members
- Members of staff who receive reports that a child has been bullied should deal with it in the first instance and follow this up by informing the Head teacher or Assistant / Deputy Head teachers.
- Where a staff member feels that bullying has taken place, the incident is recorded using the Reported Bullying Incident pro forma
- All proven incidences of bullying are reported to the Head teacher who maintains them electronically using SIMs Behaviour Management
- If bullying is prejudiced based, the Head teacher will report this to the Local Education Authority using the Prejudiced Based Bullying Incident Report Form (Appendix 2).
- The bullying is discussed with all the children involved and appropriate counselling takes place. The parents / carers are made aware of the situation and their support sought.
- Any incidences of bullying will be monitored and followed up to check that bullying has not started again.

How the School Community Responds to Bullying

Everyone within Farnworth CE Primary School is expected to adhere to and to promote the objectives of this policy

The guidance 'Safe to Learn' identifies 5 key points when responding to bullying.

1. Never ignore suspected bullying
2. Don't make premature assumptions
3. Listen carefully to all accounts - several pupils saying the same does not necessarily mean they are telling the truth
4. Adopt a problem-solving approach which moves pupils on from justifying themselves
5. Follow-up repeatedly, checking bullying has not resumed

Reporting

All incidents must be recorded by the member of staff dealing with the incident and a copy of the incident form given to the Head teacher.

A monitoring of bullying incidents termly report will be made to Governors.

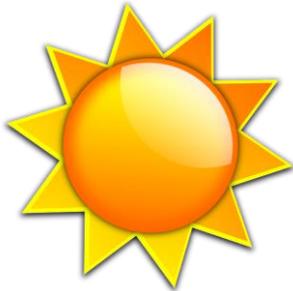
Policy:	Good Behaviour and Anti-bullying Policy	Page 14 of 30	
Original author:	J. Stillings	Current version:	4.4
Current version approved by:	Governing Body	Status:	Statutory

APPENDIX 1

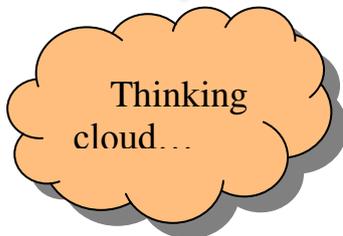
Supporting Good Behaviour in Class – the visual environment

Foundation Stage and Key Stage 1

All children start the day on the sunshine:



How teachers choose to display the sunshine is up to them as the class teacher. A suggestion is that children have their photograph attached to a peg and the peg placed on the rays – teachers may choose to display the children's photographs in other creative ways

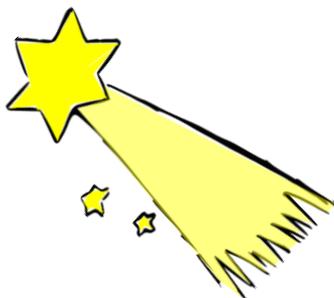


A child's first warning places them on the 'thinking cloud'. This enables them to think about their behaviour and try to rectify it.



If behaviour doesn't improve, the child is placed on the raincloud and their parent / carer informed (see letter, Appendix 2). At this stage the child may need to be sent to the assistant head teacher.

Shooting Stars



This policy outlines minimum behavioural expectations i.e. that all children should consistently demonstrate. **Occasionally**, a child may exhibit behaviours that are **outstanding** and deserve **special commendation**. Such behaviours should be rewarded by placing the child on the Shooting Star. A note should be made of these children and the Head teacher informed of their achievement. These children will be invited to a Head teacher's tea party which will be held on the last Friday of the half term.

Key Stage 2

To ensure a consistent approach across the school which is easily understood by children, behaviour will be supported in a visual way across Key Stage 2 using the same principles as in the Foundation Stage and Key Stage 1 i.e. a 4 staged approach to managing behaviour

Year 3: Theme - Football

Starting point: Centre
First warning: Yellow card
Final warning: Red card

Exceptional behaviour: Goal

Year 4: Theme - Rugby

Starting point: Kick off
First warning: Sin bin
Final warning: Send off

Exceptional behaviour: Try

Year 5: Theme - Tennis

Starting point: Serve
First warning: Fault
Final warning: Double fault

Exceptional behaviour: Ace

Year 6: Theme – (Athletics) Relay race

Starting point: Starters' orders / starting block
First warning: false start
Final warning: Disqualified (drop the baton)

Exceptional behaviour: Gold medal

To give each year group ownership of their theme it will be developed by looking at famous sportspeople (including both genders where possible and disabled athletes) and looking at the behaviours exhibited by successful sportspeople (these may differ according to the sport but there will also be some commonality). Also considering how the school values may be displayed e.g. self control... This will be a focus at the beginning of the year and this will be used to form the basis of the class rules.

APPENDIX 2

Dear Parents/Carers

At Farnworth CE Primary School we are committed to encouraging and nurturing outstanding behaviour and respect for others. Our rewards and sanctions system is consistent throughout the school and is used by the children to base their classroom promise on.

Each class's rewards and sanctions are based upon the principles of the 'Sunshine System'. Throughout Foundation Stage and Key Stage 1 each child begins the day with their photograph placed on the 'sunshine'. If the child doesn't follow the school and class promises, they will receive two warnings before their photograph is moved to the 'thinking cloud' and they will be asked to sit on the 'thinking mat' (or equivalent time out space), to think about how they could improve their behaviour. If a child behaves aggressively and hurts another child or is rude / disrespectful to an adult, then s/he will move their photograph to the 'thunder cloud' and will be taken to a member of the senior leadership team and may miss all or part of a playtime. During the day, a child whose photograph has been moved can have this moved back to the 'sunshine' by displaying improved behaviour and attitude. On a Friday, if a child has had his/her photograph on the 'sunshine' all week, then s/he will receive a special 'sunshine' sticker. At the start of each day, all photographs are returned to the sunshine.

The children also have the opportunity to be rewarded for displaying outstanding behaviour and attitude. For this their photograph is moved to the 'shooting star' and they will be invited to the Head teacher's half termly 'tea party'.

In Key Stage 2 the four stages of behaviour management remain but the visuals change as follows:

	<i>Theme</i>	<i>Starting point</i>	<i>Time out</i>	<i>Repeated / unacceptable behaviour</i>	<i>Exceptional behaviour</i>
Year 3	Football	Centre	Yellow card	Red card	Goal
Year 4	Rugby	Kick off	Sin bin	Send off	Try
Year 5	Tennis	Serve	Fault	Double fault	Ace
Year 6	Athletics'	Starting blocks	False start	Disqualified	Gold medal

I hope that you will continue to support us in ensuring that your child/ren will follow these guidelines and their class promises in order for them to learn in a positive and respectful environment.

Thank you for your continued support.

APPENDIX 3

Prejudiced Bullying – Guidance for Schools

1. Purpose

Background/Context

Recent national thinking has recommended that schools extend their reporting systems to recording, dealing with and reporting on bullying incidents which are based on prejudice against any person's protected characteristic or characteristics, including perceived characteristics.

In the past, the Race Relations Amendment Act 2000 recommended that schools record, deal effectively with and report to the School Governors and the Local Authority all racist incidents which happen in or travelling to and from their school. Whilst this has never been a legal requirement it is considered good practice and an effective means of counteracting racism in schools.

The Equality Act 2010 brings together nine separate pieces of legislation into one single Act, simplifying and strengthening the existing equality legislation. It also broadened the sphere by introducing the concept of 9 "Protected Characteristics" rather than 7 "Equality Strands". This recording system has been designed to record any bullying incident, no matter what its root cause may have been.

The Equality Act identified the following Protected Characteristics: -

- Age
- Gender
- Disability
- Race/Ethnicity
- Religion/Belief
- Sexual Orientation/
- Transgender
- Pregnancy/Maternity
- Marital/Civil Partnership Status

*NB The above apply to any persons on school premises, such as staff, visitors, contractors and parents.

What is a prejudiced bullying incident?

A prejudice based bullying incident is *any incident which is or is perceived to be, by the victim or any other person(s), one which is motivated by an individual's protected characteristic(s), or perceived characteristic(s).*

Prejudice based bullying can take many forms including:

- physical attacks such as physical assault, damage to property, offensive graffiti and arson;
- threat of attack including offensive letters, abusive or obscene telephone calls, groups hanging around to intimidate, and unfounded, malicious complaints;
- verbal abuse, insults or harassment - taunting, offensive leaflets and posters, abusive gestures, dumping of rubbish outside homes or through letterboxes, and bullying at school or travelling to and from school;
- cyber bullying, such as social media

Reporting process

It is recommended that schools use the proforma at the end of this document for recording incidents. The intention is that schools classify prejudice based bullying incidents according to a four-point scale of reporting: -

1. No offence intended or taken
2. Hurt or distress was caused but offending behaviour unlikely to be repeated
3. Hurt or distress was caused and the person responsible had previously been warned of unacceptable behaviour
4. Hurt or distress was caused, and the behaviour was based on substantial hostility and prejudice may be repeated

Schools will decide the appropriate action to be taken at each level of prejudice based bullying incident and report **each** incident using the proforma attached (Appendix 4). The number(s) of each level of incidents should be **summarised and reported** to the local authority at the end of each term, using the proforma attached (Appendix 5). These should be returned to the relevant Policy Officer who supports the Children's Trust (currently Mark Grady – mark.grady@halton.gov.uk).

Furthermore, Schools should be aware that the Home Office defines the following as hate incidents which may be deemed, following investigation, as hate crimes: -

'A hate crime is any criminal offence that is motivated by hostility or prejudice based upon the victim's:

- disability
- race
- religion or belief
- sexual orientation
- transgender identity'

Schools must therefore decide where, if any incidents fall into the above category and are of a sufficiently serious nature, whether further action involving the Police may be warranted. Police guidance is attached as Appendix 4, and further advice on this issue is available from the local authority or from local Police.

2. What we do with the information

The Council will summarise and, as far as is practical, anonymise reports of prejudice based bullying incidents. The summary reports will be discussed by the Children’s Trust Equality and Diversity Group, to analyse levels and identify any trends of prejudice-based incidents. The information will also be shared with the Safeguarding Board, the Children’s Trust and the Council’s Safer Halton Policy and Performance Board. Further guidance, support and training in prevention and dealing with these incidents will be available on request from the Council. In the first instance please contact the Policy Officer who deals with Equality and Diversity issues (currently Les Unsworth – les.unsworth@halton.gov.uk).

3. Definitions

Categories of ethnicity

Main Category	Comments
WHITE	
British	Includes: English, Scottish, Welsh, other White British
Irish	
Traveller of Irish heritage	
Any other White background	Includes: White Western European (e.g. Italian, German, French, Spanish, Portuguesa, Spanish, Scandinavian), White Eastern European (e.g. Albanian, Bosnian-Herzegovian, Bulgarian, Bulgarian, Croatian, Czech, Greek, Greek Cypriot, Kosovan, Latvian, Lithuanian, Polish, Romanian, Russian, Serbian/Yugoslavian, Slovak, Turkish/Turkish Cypriot, Ukrainian) and all other white not represented in main categories.
Gypsy/Roma	This category is only for those of Gypsy Roma descent. It should not be used for recording those with circus, fairground, bargee or new age traveller backgrounds.
MIXED/DUAL BACKGROUND	
White and Black Caribbean	
White and Black African	
White and Asian	Includes: White and Pakistani/White and Indian/White and Bangladeshi and White and any other Asian background.
Any Other Mixed Background	Includes: all other mixed race not listed in the main categories.
ASIAN or ASIAN BRITISH	
Indian	
Pakistani	Includes: Kashmiri Pakistani
Bangladeshi	
Any other Asian background	Includes: Nepali, Sinhalese, Sri Lankan Tamil, and East and South East Asians and all other Asian not listed in the main categories.
BLACK OR BLACK BRITISH	

Caribbean	Includes: Antigua and Barbuda, Bahamas, Barbados, Dominica, Grenada, Jamaica, St Kitts and Nevis, St Lucia, St Vincent and Grenadines, Trinidad and Tobago.
African	Includes: Angolan, Black South African, Congolese, Ethiopian, Ghanaian, Nigerian, Sierra Leonean, Rwandan, Somali, Sudanese, Ugandan and Zimbabwean
Any other Black background	Includes; Black European, Black North American and any other not listed above
CHINESE	
Chinese	Includes: Hong Kong Chinese, Malayan Chinese, Singaporean Chinese, Taiwanese and other Chinese
ANY OTHER ETHNIC GROUP	
Other	Includes: Afghanistani, Egyptian, Iranian, Iraqi, Lebanese, Libyan, Jordanian, Kuwaiti, Palestinian, Saudi Arabian, Yemeni, Filipino, Japanese, Korean, Kurdish, Latin/Couth/Central American, (including Cuba and Belize), Malay, Moroccan, Polynesian (including Fijian, Tongan, Samoan, Tahitian), Thai, Vietnamese and any other not listed above

Disability

The following are definitions of disability as per the Equality Act 2010:

DISABILITY	DEFINITION
Hearing	E.G. Deaf/partially deaf/hard of hearing.
Vision	Such as blindness or partial sight that cannot be corrected by glasses/contact lenses.
Speech	Such as impairments that can cause communication problems.
Mobility	Such as wheelchair user, artificial lower limbs, walking aids, rheumatism or arthritis.
Physical coordination	Such as manual dexterity, muscular control, cerebral palsy.
Reduced physical capacity	Such as an inability to lift, carry or otherwise move everyday objects, debilitating pain and lack of strength, breath energy or stamina, asthma, angina or diabetes.
Severe disfigurement	
Learning disabilities	Such as dyslexia, cerebral palsy, Down's syndrome.
Mental illness	Substantial and lasting more than one year, such as severe depression or psychoses.

NB the above list is not intended to be exhaustive.

Appendix 1 gives a full glossary of commonly used terms for those covered by the Equality Act 2010.

Glossary of commonly used terms

Ageism

This is discrimination against people based on assumptions and stereotypes about their age (both young people and older people in particular)

Anti –Semitism

This refers to unfounded hostility towards the Jewish faith and people. It also refers to the practical consequence of such hostility in unfair discrimination against Jewish individuals and communities and to the exclusion of Jewish people from mainstream political and social affairs.

Community Cohesion

Community Cohesion incorporates and goes beyond the concept of equality and social inclusion. It describes a situation where:

- There is a common vision and a sense of belonging for all communities
- The diversity of people's different backgrounds and circumstances is appreciated and positively valued
- Those from different backgrounds have similar life opportunities
- Strong and positive relationships are being developed between people from different backgrounds in the workplace, in schools and within neighbourhoods

Disability

The Equality Act 2010 defines a disability as 'a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out normal day to day activities'.

Discrimination

Is to treat an individual or group differently and less favourably than others under the same or similar circumstances. The result of discrimination is that it has an unfavourable impact on a specific group.

Discrimination can be direct or indirect

- Direct discrimination means treating one person less favourably than another on the grounds of a personal characteristic such as gender, race or sexuality.
- Indirect discrimination happens where a rule or condition, which is applied equally by everyone:
 - Can be met by a considerably smaller proportion of people from a particular group
 - Is to the disadvantage of that group
 - Cannot be justified by the aims and importance of the rule or condition

Positive discrimination means treating one person more favourably than another on the grounds of a personal characteristic, for example sexuality, gender or race. Positive discrimination is not legal and should not be confused with Positive Action.

Diversity

The concept of diversity encompasses acceptance and respect. It means acknowledging and understanding that each individual is unique, and recognising and respecting our individual differences. These differences can be with regard to race, ethnicity, gender, sexuality, socio-economic status, age, disability, religion or belief, marital status or physical appearance.

Equality (of Opportunity)

No individual or group receives less favourable treatment on the grounds that are not justifiable, for example, race, disability or gender, or any other protected characteristic.

Ethnicity

A group of people that share ethnicity share a common identity, which can be culture, values, language, ancestry, social norms.

- Ethnic Majority – The ethnic group that is the dominant group in the society
- Ethnic minorities – Ethnic groups that are smaller than the dominant group in their society
- Black and Minority Ethnic (BME) – the term used to identify minority ethnic groups in the UK. These groups include bi-racial/mixed heritage people, Asian, Chinese, Black, Gypsy/Traveller and other ethnicities

Genuine Occupational Qualifications (GOQs)

Some jobs are likely to restrict certain people from applying because they require GOQs. People who apply for such jobs must possess the personal characteristics that are necessary for the job, for example female care worker providing personal care.

Harassment

Harassment is unwanted conduct on the grounds of race, gender, sexual orientation or any other protected characteristic which has the purpose or effect of either violating the claimant's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

Hate Crime

Any incident which is perceived by the victim or any other person to be motivated by the offenders prejudice against any person because of their: -

- Disability;
- Race
- Religion or belief



- Sexual orientation
- Transgender identity
-

(Home office/CPS/ACPO nationally agreed definitions)

Heterosexism

This is when a person or persons believes that heterosexuals are naturally superior to gay men, lesbians, and bi-sexuals or make the assumption that everybody is heterosexual. It equally applies to men or women who believe they have the right to dominate the smaller minority.

Homophobia

Is an irrational fear and dislike for individuals who identify as gay men, lesbian or bi-sexual. This fear usually results in judgemental, discriminatory or even violent aggressive behaviour.

Islamophobia

This refers to unfounded hostility towards Islam. It also refers to the practical consequences of such hostility in unfair discrimination against Muslim individuals or communities and to the exclusion of Muslims from mainstream political and social affairs.

Transgender

This is a blanket term for any person whose internal gender identity differs from their physiological gender.

Transsexual

A transsexual person is a person who is proposing to undergo, is undergoing, or has undergone a process (or a part of a process) for the purpose of reassigning their sex by changing their physiological or other attributes of sex.



Appendix 4

**Halton Borough Council
Schools Prejudice Based Bullying Incident Reporting Form**

A prejudice based incident is ‘any incident which is perceived to be a prejudice based incident by the victim or any other person’

School

Incident date Incident time

Name and position of person completing this form
.....

Number of victims.....

Incident Details

Did the incident relate to:

Disability

Race / ethnicity

Religion or belief

Sexual orientation

Transgender identity

Or:
Gender

Age

Pregnancy / maternity

Marital / civil

partnership status
Other (please describe)

Was the victim:

Pupil

Year Group

Staff Member

Parent

Visitor

Other

Type of incident (tick all that apply)

Arson		Robbery	
Damage to property		Sexual Assault	
Offensive mail		Threats	
Physical assault		Verbal abuse	
Discrimination in school		Discrimination in services	
		Cyber based	
Other(specify); for example - ridicule of culture, offensive graffiti, inciting others to behave in a prejudiced manner, damage to property, refusing to cooperate with a person or persons because of their protected characteristic.			



Were there any witnesses to the incident? Yes/No

If yes do you know how to contact them? Yes/No

Location of incident

1	Classroom	
2	Playground	
3	Other area in school (specify)	
4	Outside school; in school time	
5	Outside school/travelling to school; not in school time	
6	Other (specify)	

Impact of incident

1	No offence intended or taken.	
2	Hurt or distress was caused but offending behaviour unlikely to be repeated.	
3	Hurt or distress caused and person responsible had previously been warned of unacceptable behaviour.	
4	Substantial hurt or distress was caused and the behaviour was based on substantial hostility and prejudice and/or may be repeated.	

Victim Details

Ethnic origin of victim

Name	
Age	
Religion	
Gender	
Sexuality	
Transgender?	
Address	
Town	
Postcode	
Tel:	
Mobile	
email	

White	British	
	Irish	
	Other	
Black	African	
	Caribbean	
	Other	
Asian	Bangladeshi	
	Indian	
	Pakistani	
	Other	
Mixed	White and Black African	
	White and Black Caribbean	
	White and Asian	
	Other mixed	

Has the victim suffered previous prejudice based incidents? Yes/No

If yes, over what time have incidents occurred?

0-6 months 7-12 months
1-5 years 10 + years



Does the victim consider themselves to have a disability under the Equality Act 2010 definition? Yes/No

Victim's signature.....Date.....

Perpetrator Details

Does the victim know the perpetrator? Yes/No
 State name if known
 Address if known.....
 Gender (of perpetrator).....
 Sexual orientation (if stated)
 Transgender? (if stated)
 Disability?
 Has the perpetrator been involved in previous incidents involving the victim? Yes/No

Ethnic origin (of perpetrator)

White	British	
	Irish	
	Other	
Black	African	
	Caribbean	
	Other	
Asian	Bangladeshi	
	Indian	
	Pakistani	
	Other	
Mixed	White and Black African	
	White and Black Caribbean	
	White and Asian	
	Other mixed	



How many perpetrators were involved in this incident?

1		2-5	
6-10		10+	
Age of perpetrator(s)			

Was the perpetrator

Pupil		Year Group	
Staff		Visitor	
Other (specify)			

To Be Completed By Person Reporting The Incident

Was the incident reported by the victim? Yes/No

If no give details of the person reporting the incident

.....

Has the incident been reported to the Police or any other agencies?

(Specify).....

What action has been taken by the school/agency?

.....
.....

Outcome

.....
.....

Has the victim been informed of the outcome? Yes/No

Signed: _____

Print name: _____

Date: _____



Appendix 5

Prejudiced Based Bullying Incidents Reporting - Summary Form

Name of School.....

Type of School.....

Type of Incident	Impact	Number
Disability	1	
	2	
	3	
	4	
Race/ethnicity	1	
	2	
	3	
	4	
Religion or belief	1	
	2	
	3	
	4	
Sexual orientation	1	
	2	
	3	
	4	
Transgender identity	1	
	2	
	3	
	4	
Gender	1	
	2	
	3	
	4	
Age (other than pupils)	1	
	2	
	3	
	4	
Pregnancy/maternity	1	
	2	
	3	
	4	
Marital/civil partnership status	1	
	2	
	3	
	4	
Other (state)	1	
	2	
	3	
	4	

Appendix 6

Excerpt from Cheshire Police Procedures

PROCEDURE – RECORDING OF CRIMES & INCIDENTS IN SCHOOLS

- 3.2.1 In order to sustain the disciplinary authority of schools, this guidance clarifies the general principles of NCRS as they apply specifically to incidents on school premises.
- 3.2.2 When police have reported to them an incident which took place on school premises, including those witnessed by, or reported directly to, officers working in the school, which they would normally record as a notifiable offence will, in the first instance, invite the victim or the person acting on their behalf to report the matter to the head teacher to be dealt with under normal school discipline procedures. Such reports should be recorded as an incident only, until or unless: -
- a) They judge it to be a serious incident as defined in section 3.3
 - b) Having brought the matter to the attention of the school in line with good practice they receive a formal request from the school to create a crime record
 - c) The child, parent or carer or child's representative asks the police to create a crime record.
- 3.2.3 When a serious incident occurs, schools and police should take the following action:
- a) School records the serious incident
 - b) School reports the serious incident to the police
 - c) Police record the serious incident as a crime in accordance with NCRS.
- 3.2.4 Nothing in this procedure alters the fundamental principle that if a victim of a crime, their parents, carers, or representative wish to make a formal allegation to the police, that this must be recorded and investigated.