



Behaviour, Anti Bullying and Exclusions Policy

'You have filled my heart with greater Joy' Psalms 4:7

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Policy Statement- Be the best version of yourself

At Ashby C. E. Primary School, we believe in promoting self-discipline and high standards of behaviour and learning behaviour. Our policy achieves this by:

- Using our core values of forgiveness, compassion, friendship, wisdom, endurance and trust.
- Developing everyone's character, to give pupils the skills and self-awareness they need to be the 'best version of themselves'.

At Ashby C of E Primary School, through successful implementation of this policy we all have:

- The right to work in a calm and peaceful environment
- A right to be accepted and treated with fairness
- A right to be respected as individuals

Behaviour

We expect all of us to:

Be the best version of yourself

Be careful and look after each other

Allow everyone to learn

Make wise choices and learn from your mistakes

At the start of each year, each class teacher will have a discussion about what our expectations will look like in their classroom. Classes will then create a class charter. The School Council will devise expectations for behaviour at lunch times (including the dining hall) and in and around school and this will be shared and displayed around these areas.

We actively encourage children to achieve our expectations through a consistent approach. We praise expected behaviours through modelling and encouragement, giving all pupils the opportunity to develop positive characteristics.

All staff are expected to praise pupils verbally for following any of the above expectations. If a pupil displays exceptional behaviour / characteristic, then they are given a smiley emoji.

- Each child will be awarded a smiley emoji weekly, providing they have received no warnings or a sad emoji.
- In Key Stage 1 these are physically given to the pupils who then take them to class and place in blue wall charts. These are counted up at the end of the week and transferred onto individual behaviour charts.
- In Key Stage 2 these are physically given, recorded visually and then placed on individual behaviour charts.

Once a child has received an agreed number of emojis (Foundation Stage 5 happy teddies – refer to Foundation Stage section at the end of this policy-KS1 = 5, Yr 3/4 = 7, Yr 5/6 = 10), their name is put in the “Good Book”. Names are read out in Monday’s assembly and children are given Headteacher Award stickers. When four (KS1 and Foundation Stage) and five (KS2) Headteacher Awards have been received, the child is given a certificate which is presented in a termly Celebration Assembly to which parents are invited. Children will also receive a certificate in a special end of term assembly if they have had no sad emojis (or only one sad emoji) in a whole term.

Consequences

From Y1 to Y6, if a child is displaying an inappropriate behaviour it must be clearly communicated that it is not acceptable. If this is continued they will be told, “If you continue to do you will receive a warning”. This must be followed consistently and fairly with all children. This also needs to be referred back to which expectation is not being followed.

- If unwanted behaviour persists then they will be told, “You have continued to you now have a warning’.
- In Key Stage 1 a warning emoji card is placed in the blue class chart. This must be written on the warning sheet in the classroom.
- In Key Stage 2 the child’s name will be placed under the warning emoji displayed in the classroom. This must be written on the warning sheet in the classroom.
- If the child persists with more unwanted behaviour then a sad emoji is given, written on the warnings sheet and a sad emoji placed in the chart (KS1) or name written under the sad emoji in the classroom (KS2).

- If children modify their behaviour, after a warning has been given and a period of time passes before any other negative behaviour occurs, then children should be verbally reminded of their warning before a sad emoji is given. For example, the child is shouting out, the class teacher then reminds and shows their previous warning, clearly stating that if they have to tell them again it will be a sad emoji.

Class teachers can use a range of strategies, including moving children within the room, to halt the undesired behaviours and allow time for reflection before a sad emoji is given.

For both KS1 and 2 if a sad emoji is given before play, the child must go to the headteacher's office and will spend 15 minutes with either LP or JT. The same applies for between playtime and lunch. 15 minutes at the start of lunch time. If the sad face is given in the afternoon the child is sent to the team leader (Mrs Brady KS1, Mrs Stevenson Y 3/ 4 and Miss Butler Y5/6. On PPA afternoons KS1 to Mrs Trahearn, Year 3 /4 Miss Butler, year 5/6 Mrs Stevenson). If the child is in the team leader's class they should be sent to a different team leader for time out.

Red Cards

In a case of extreme behaviour a member of the SLT will be called to deal with the incident and will make the decision to give a red card if appropriate. If this occurs then the incident must be fully dealt with by a member of the SLT. Examples include physical violence; we define this as a child deliberately attacking another, intending harm (each case will be handled individually taking into account the information from all children involved), abusive language (swearing and homophobic/racial /disablist comments), refusal to follow staff instructions and damage to school property. Parents will be contacted and notes of the incident will be recorded in the Headteacher's behaviour file. Any fixed term exclusions will be in line with guidance given by the Department for Education under the Revised Regulations and Guidance on Exclusions from Schools. The Headteacher or Deputy will make the decision to exclude.

Red cards are also issued if a child goes beyond a sad face in one day. Parents are then notified by text and the card is sent home describing the behaviours of the day. These behaviours do not necessarily need to be related. We encourage parents to discuss the card with their child and to contact school if they want further clarification. This will be followed up the next day by a phone call to the parent by the Headteacher or Deputy and recorded in the Headteacher's behaviour file.

- In Key Stage 1 a red card emoji placed in the blue class chart. This must be written on the warning sheet in the classroom. The child will be excluded from their class for the remainder of the session or for however long deemed necessary by the Headteacher.

- In Key Stage 2 the child's name will be placed under the red card emoji displayed in a prominent place in the classroom. This must also be written on the warning sheet in the classroom. The child will be excluded from their class for the remainder of the session or for however long deemed necessary by the Headteacher.

Each day, the child is given a fresh start; we forgive previous behaviour and encourage the child to behave appropriately. The Headteacher will request a meeting with the parents of children who receive 4 or more sad emoji in a two week period or 6 warnings. It is class teacher's responsibility to inform the Headteacher of this.

The SLT will monitor warning sheets each half term. The Headteacher will report to governors in the termly Headteacher's report.

Lunch time

The behaviour policy runs consistently through the school day and will be applied across playtime by the lunch time supervisors. Children who fail to respond to warnings and who are given a sad emoji will be referred to a member of the SLT immediately after it is issued.

Foundation Stage

When pupils first enter school the behaviour policy is applied differently which gives pupils a good grounding in the behaviours expected.

- Happy teddies rather than emojis are given to pupils who display good behaviours.
- Once a pupil has received 5 happy teddies they receive a certificate to take home and receive a star on their individual chart. 5 stars = a Headteacher's Award which is awarded in assembly on a Monday. An extra star can be gained from no sad teddies in a week.
- Warnings procedure is in line with both Key Stage 1 and 2.
- A sad teddy is given rather than an emoji.
- If pupils hit /engage physically with another child, a sad teddy is given.
- If a pupil is given a sad teddy they are excluded from the outside area for the rest of the session, 2 sad teddies a playtime is missed.
- If a pupil is given more than 2 sad teddies in a day they are sent to see the Headteacher.
- A sad teddy is placed in front of any happy teddies the pupil has gained during the day.
- All sad teddies are removed at the end of the day.

Staff will talk to parents if their behaviours are causing any concern.

Bullying

What is bullying?

At Ashby de la Zouch Church of England Primary School, we define bullying as any act aimed at a specific victim which is deliberately perpetrated to inflict harm on a continual basis. It may be physical, emotional or mental. We recognise that children sometimes have accidents, tease or are unkind and, as one-off events, these do not constitute bullying. That is not to say that such acts are encouraged, but rather, they are dealt with via our behaviour consequences. If this unkind behaviour continues and results in the “victim” feeling uncomfortable or unhappy, this is bullying.

Bullying can include:

- physical assault
- taking or damaging belongings
- name calling
- taunting
- mocking
- making offensive comments
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images; impersonating and hacking into accounts online using internet enabled devices
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

How do we try to prevent bullying?

- * Our prevention of bullying is firmly embedded in the school’s aims and values; children are taught about and shown kindness, compassion, forgiveness, trust, endurance and wisdom as a way to guide their behaviour.
- * This policy encourages and rewards appropriate behaviour and offers consequences for poor behaviour choices
- * Assembly themes cover a range of issues such as tolerance, respect for others, kindness, the teachings of Jesus etc, with our school values as a core.
- * PSHE and circle times in class cover a variety of issues such as bullying, including cyber bullying and homophobic bullying, loneliness etc. which children can discuss openly.

How do we deal with bullying?

Firstly through class discussions and assembly themes we endeavour to empower the children in a variety of ways:

- ✓ Turn, say to the person who is doing something they don’t like , “STOP, I don’t like it!”
- ✓ Try not to fight back. We encourage a “Hands down, shout up” approach.
- ✓ Ask the person to leave you alone, whilst you are in the presence of friends.
- ✓ Tell an adult in school. If you feel uneasy about doing this on your own, ask a member of the school council to help you.
- ✓ If the bullying continues, tell someone again.
- ✓ If you see someone being bullied on the playground, go up and ask them if they are all right. Ask them if they want any help.

- ✓ If you don't want to approach them yourself, tell someone on duty that you think a child needs their help.
- ✓ All staff share the responsibility to promote the anti-bullying policy.

When a case of teasing/ unkindness etc is reported to an adult, the person needs to decide, by gathering all the facts and speaking to people who may have seen the incident, whether it can be dealt with through behaviour consequences or whether it is more serious and needs referring to the Deputy Head or the Head.

Reports of Bullying

- Reports of bullying made to the Deputy Head or the Head will be recorded.
- Class teachers will check half- termly the warnings sheets and report any concerns to the headteacher.

Why are children and young people bullied?

Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature.

Other vulnerable groups include

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity, they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

What does bullying look like?

Bullying can include:

- physical assault
- taking or damaging belongings
- name calling
- taunting
- mocking
- making offensive comments
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images; impersonating and hacking into accounts online using internet enabled devices
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Procedure

It is difficult to write a formal procedure for bullying as each case must be taken on its merits and with the needs of the individual children in mind, but the following procedure gives an outline and notes should be kept to explain why the standard behaviour procedure was not followed.

- ◆ Report the incident to Deputy head or Head
- ◆ Deputy or Head finds out all facts from as many "witnesses" as possible

- ◆ Both sets of parents are telephoned and invited into school to discuss the incidents if the problem continues.
- ◆ Sanctions may include: apologising to “victim”, apologising to parents of “victim”, staying in at playtime/lunchtime, exclusion at lunchtime, temporary or permanent exclusions. It must be noted that exclusions of any kind are a last resort, must be done with full support from the Governing Body, and following procedures identified in the Local Authority Guidance on Exclusion from School.

Monitoring and Review

This policy is monitored by the headteacher, who reports to governors about the effectiveness of the policy on request.

The effectiveness of this policy is monitored annually. This is done by examining the following records:

1. Behaviour Log Book
2. Warning records
3. Complaints to Head/Governors relating to bullying



Year 1 and 2

***Be the best version of yourself.
Be careful and look after each other.
Allow everyone to learn.***

Make wise choices and learn from your mistakes.



Be all of these things and get a smile!! You will be given a smiling emoji each week for great behaviour and no warnings or sad emojis.

You can be rewarded even more for exceptional behaviour. Collect 5 and you will be given a special Headteachers award sticker in a Monday Assembly.

When behaviour goes wrong

- An adult will ask you to stop unwanted behaviour, "Please stop.....,"
If you continue the adult will say, "If you continue to do you will receive a warning".
- If you continue the adult will say, "You have continued to you now have a warning".
- A Warning Emoji will be displayed in your classroom if you continue.
- If you continue then you will get a sad emoji.



- If you become 'the best version of yourself', and make a mistake later, you will be reminded that you already have a warning and if you continue you will get a sad emoji.
- If you continue with unwanted behaviour then you will get a red card and your parents will be told.



What happens if I get a warning?

- A warning emoji will be placed in the blue chart in your classroom and written on the teachers warning sheet.
- If you get 6 or more warnings in two weeks Mrs Powell will have a meeting with your parents.



What happens if I get a sad Emoji?

- A sad Emoji before playtime = go to Mrs Powell's office to miss play time.
- A sad Emoji before lunchtime = go to Mrs Powell's office to miss the first 15 minutes of your lunch.
- A sad Emoji in the afternoon = you will be sent to Mrs Brady or Mrs Trahearn.
- If you get 4 or more sad Emojis in two weeks Mrs Powell will have a meeting with your parents.

RED CARD

You will be given a red card if:

- You are involved in physical violence (if you hit/punch/kick somebody on purpose to hurt them)
- If you use harmful language
- If you refuse to follow an adult's instruction
- If you damage school property



Mrs Powell will contact your parents and you will be excluded from your class.

Year 3 and 4



***Be the best version of yourself.
Be careful and look after each other.
Allow everyone to learn.
Make wise choices and learn from your mistakes.***



Be all of these things and get a smile!! You will be given a smiling emoji each week for great behaviour and no warnings or sad emojis.

You can be rewarded even more for exceptional behaviour. Collect 7 and you will be given a special Headteachers award sticker in a Monday Assembly.

When behaviour goes wrong

- An adult will ask you to stop unwanted behaviour, "Please stop.....,"
If you continue the adult will say, "If you continue to do you will receive a warning".
- If you continue the adult will say, "You have continued to you now have a warning".
- A Warning Emoji will be displayed in your classroom if you continue.
- If you continue then you will get a sad emoji.
- If you become 'the best version of yourself', and then make another mistake later, you will be reminded that you already have a warning and if you continue you will get a sad emoji.
- If you continue with unwanted behaviour then you will get a red card and your parents will be told.



What happens if I get a warning?

- Your name will be written under the warning emoji in your classroom and written on the teachers warning sheet.
- If you get 6 or more warnings in two weeks Mrs Powell will have a meeting with your parents.



What happens if I get a sad Emoji?

- A sad Emoji before playtime = go to Mrs Powell's office to

miss play time.

- A sad Emoji before lunchtime = go to Mrs Powell's office to miss the first 15 minutes of your lunch.
- A sad Emoji in the afternoon = you will be sent to Mrs Stevenson or Miss Butler.
- If you get 4 or more sad Emojis in two weeks Mrs Powell will have a meeting with your parents.

RED CARD

You will be given a red card if:

- You are involved in physical violence (if you hit/punch/kick somebody on purpose to hurt them)
- If you use harmful language
- If you refuse to follow an adult's instruction
- If you damage school property



Mrs Powell will contact your parents and you will be excluded from your class. You may not be able to represent the school. You may be excluded from school.

Year 5 and 6



***Be the best version of yourself.
Be careful and look after each other.
Allow everyone to learn.
Make wise choices and learn from your mistakes.***



Be all of these things and get a smile!! You will be given a smiling emoji each week for great behaviour and no warnings or sad emojis.

You can be rewarded even more for exceptional behaviour. Collect 10 and you will be given a special Headteachers award sticker in a Monday Assembly.

When behaviour goes wrong

- An adult will ask you to stop unwanted behaviour, "Please stop.....,"
If you continue the adult will say, "If you continue to do you will receive a warning".
- If you continue the adult will say, "You have continued to you now have a warning".
- A Warning Emoji will be displayed in your classroom if you continue.
- If you continue then you will get a sad emoji.



- If you become the best version of yourself, and then make another mistake later, you will be reminded that you already have a warning and if you continue you will get a sad emoji.
- If you continue with unwanted behaviour then you will get a red card and your parents will be told.



What happens if I get a warning?

- Your name will be written under the warning emoji in your classroom and written on the teachers warning sheet.
- If you get 6 or more warnings in two weeks Mrs Powell will have a meeting with your parents.



What happens if I get a sad Emoji?

- A sad Emoji before playtime = go to Mrs Powell's office to miss play time.
- A sad Emoji before lunchtime = go to Mrs Powell's office to miss the first 15 minutes of your lunch.
- A sad Emoji in the afternoon = you will be sent to Mrs Stevenson or Miss Butler.
- If you get 4 or more sad Emojis in two weeks Mrs Powell will have a meeting with your parents.

RED CARD

You will be given a red card if:

- You are
- physical violence (if you hit/ punch/kick somebody on purpose to hurt them)
- If you use harmful language
- If you refuse to follow an adult's instruction
- If you damage school property



Mrs Powell will contact your parents and you will be excluded from your class. You may be excluded from school. You may not be able to represent the school. You may also lose Year 6 special responsibilities including Captaincies.

