



## LONGSANDS LINK – 30th November 2018

### PHOTOGRAPHS & VIDEOS

Following last week's link were due to safeguarding issues we advised photographs could not be taken during assemblies etc., I would like to clarify why this statement was added. We understand these occasions are snapshots of your child in school and are treasured memories. There will be opportunities for you to take photographs rather than throughout the whole assembly or production. We are looking for workable solutions at this stage. As a school we have to think of all the children and the need for some of them who may, due to sensitive personal issues, not have their photographs added online. Our advice is to please think before you post images online and ensure that children other than your own cannot be visibly identified, and respect the need of some families and children for privacy and security.

### CHRISTMAS LUNCH

We will be having our school Christmas lunch on **Wednesday 19<sup>th</sup> December**, this will replace the normal meal scheduled for this day for those children who have regular school dinners. **The last day to order a Christmas dinner is Monday 10<sup>th</sup> December.**

### YEAR 6 – DON'T FORGET

**CUSHION MAKING** – The children will be making cushions week commencing 10<sup>th</sup> December. We will be providing the material and thread, but we would be grateful if the children could bring in their own cushion stuffing to go inside and any extra decorative extras they want to add to their cushion.

**ADVENT RINGS** – On Monday 17<sup>th</sup> December, Year 6 will be making a festive table decoration in class. They will need to bring in greenery such as holly, ivy, pine cones, conifer leaves and greenery. If they wish to bring in additional items to use as decoration they may do so. Please do not bring these items into school before 17<sup>th</sup> December as they may wilt or die. Items can be obtained from garden centres, your own garden or maybe from a walk in the woods the weekend before.

## Pupils of the Week

**RECEPTION: EVELYN**

**YEAR 1: JAMES**

**YEAR 2: NATHAN**

**YEAR 3: ISABELLE**

**YEAR 4: SARA**

**YEAR 5: HARRIET**

**YEAR 6: MICHAEL**

### BEHAVIOUR POLICY

We take all behaviour issues very seriously at Longsands and we do work in partnership with parents to support the children in any areas that we feel need addressing. As mentioned on last weeks Link please do not hesitate to contact school regarding any issues you may have as there are always two sides to every story, and by working together the whole story can be acquired. We understand that it may be difficult for you to come into school and emailing might be the quickest contact option for you, but face to face meetings are a lot more beneficial. We have found in the past that concerns can be addressed in a calm and appropriate manner to find a solution to the problem your child is experiencing. The behaviour policy that was sent out before the Summer is attached again for your information.

### LONGSANDS BUS SERVICE

There will be a residents meeting at **The Millennium Hall** (Neapsands Close, Fulwood) on **Monday 3<sup>rd</sup> December at 6.30pm** with representation from Lancashire County Council. If you, or anyone that you know relied upon the Longsands bus service please try to attend and show your support in attempting to get the service reinstated.

### CHRISTMAS DECORATION WEEK

Thank you to everyone that came along to help the children make Christmas decorations this week. We hope that you all enjoyed your visit.

### KEEPING EVERYONE SAFE

When dropping off and collecting children for school or Discovery Vine, please ensure that you park considerately to others in the main car parking spaces provided. There has been another near miss recently where a driver attempting to park on the kerb has caught a pedestrian. Whilst we appreciate that at times the car park can be busy, and with mornings and evenings getting darker, please take extra care to keep everyone safe.

### INTRAHEALTH – NASAL FLU VACCINATIONS

The Intrahealth team will be back in school on Wednesday 5<sup>th</sup> December to administer the nasal flu spray to the children who had provided consent but were unable to have it done on their last visit.

### KEYBOARD LESSONS

There will not be any keyboard lessons next Wednesday with Mrs O'Donoghue, however she will be back the following week.

### YEAR 4 – GREEK DAY

Year 4 will be having a Greek themed day on **Monday 17<sup>th</sup> December**. Please come to school on this day dressed as a Greek. There is no need to go to the expense of hiring or buying a costume, as an old sheet tied as a toga will be sufficient.

## Don't Forget

### MONDAY 3<sup>rd</sup> DECEMBER

- Spanish 3.20pm – 4.30pm
- Ballet 3.20pm

### TUESDAY 4<sup>th</sup> DECEMBER

- Ballet 3.20pm
- Boys Football Match V St. Ignatius (Home Match)

### WEDNESDAY 5<sup>th</sup> DECEMBER

- Nasal Flu Vaccination Catch Ups
- Netball Skills Competition
- NO Keyboard Lessons (am)
- 8.00am KS1 Dance Club
- Mad Science Club

### THURSDAY 6<sup>th</sup> DECEMBER

- Guitar Lessons (am)
- Fever Dance Sessions 3.20pm – 4.15pm

### FRIDAY 7<sup>th</sup> DECEMBER

- Good Work Assembly at 9.15am
- Samba (Year 3)
- PDSA Visit KS1
- Church Club 3.20pm to 4.00pm

### YEAR 6 – NEXT FRIDAY

The children in Year 6 will need to bring old trainers or wellies next Friday for an activity with Mrs Mettham.

## Happy Birthday

Georgia, Ethan, Matthew, Lois and Natalya.

### SCHOOL LUNCH MENU

**WC 03/12/18**

**WEEK 3**

## Longsands Values

**RECEPTION: IMAN**

**YEAR 1: MYAN**

**YEAR 2: ---**

**YEAR 3: LUCAS**

**YEAR 4: HARRY**

**YEAR 5: ISOBEL**

**YEAR 6: ---**



# Behaviour Policy (including Anti-Bullying) & Behaviour from parents/carers & visitors to the School

Longsands CP school Behaviour Policy (including Anti-Bullying) & Behaviour from parents/carers & visitors to the School

## Introduction

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. We are a caring community, whose values are built on mutual trust and respect for all.

Our school has high expectations of behaviour and our behaviour policy is designed to ensure that everyone, children and adults alike feel **safe** and **happy** and have the opportunity to **learn, achieve** and **be successful**.

## Aims

- Maintain a safe and secure learning environment by creating a purposeful, relaxed and happy working atmosphere for everyone in the school community, children, staff and parents
- Develop an ethos in relationships, which encourages mutual respect and trust among all those working in school, adults and children alike
- Enhance the self-esteem of individuals through positive reinforcement, praise and encouragement and the valuing of the contribution each may make to the well-being of others in the school community
- Negotiate by consensus strategies for promoting positive behaviour and modifying unacceptable behaviours, which will be applied consistently by all those working in the school
- Communicate to all those involved, the systems of rewards and consequences adopted, in order to involve and enlist the support of everyone in encouraging appropriate behaviours
- Encourage self discipline so that appropriate behaviour is maintained outside of school and in the wider community

# Rights

At Longsands Primary School everybody has the right:

- To feel safe, happy and secure in school at all times
- To be able to learn and play without threat or disruption from others
- To know that bullying is unacceptable and will be dealt with
- To be listened to and treated fairly and sensitively

It is the responsibility of everyone at Longsands to ensure that these rights are upheld in every classroom and around the school. Children and adults should behave appropriately and follow whole school and classroom rules at all times.

**Children should never be humiliated by adults in the school community and should always be reassured that in rejecting aspects of their behaviour, we are not rejecting them as individuals.**

# General School Rules

Rules are kept to a minimum and exist for the safety and well-being of all.

- Respect and understand the needs of others
- Treat others appropriately at playtimes and ensure others are included
- Help and encourage others
- Be polite
- Be honest and fair
- Take responsibility for actions and behaviours (accept consequences and put it right)
- Walk around the building sensibly and quietly
- Respect other people's property and that of the school
- Use the toilet areas sensibly and responsibly

# Class Rules

Children at Longsands know their rights and responsibilities and all agree on a set of classrooms rules to promote positive behaviour at the beginning of each academic year. Rules are displayed clearly in classrooms and are regularly referred to. Time is also spent discussing a variety of inappropriate and unacceptable behaviours and children are asked to consider the effect that these behaviours may have on others.

Consequences for different behaviours are discussed and agreed as a class, taking into consideration how extreme the behaviour is or how frequently the behaviour occurs. This ensures a consistent approach and that everyone is clear about behaviour expectations.

# Strategies for Promoting Positive Behaviour

- Good quality teaching
- Interesting and exciting learning
- Clear and consistent high expectations

- Praise for good behaviour
- Celebrating success
- Class and whole-school assemblies make use of appropriate stories and real-life experiences to reinforce a positive and moral ethos
- Children involved in making the rules
- Children involved in agreeing consequences
- Children are listened to and given the opportunity to discuss issues relating to behaviour so that they can adapt their behaviour in the future and learn from their mistakes
- Recognition when behaviour has improved
- Giving children responsibility for areas around the school or helping adults
- Peer mentoring

## Strategies for Modifying Unacceptable Behaviour

### **Unacceptable behaviours include:**

- Any intimidation, physical or verbal aggressive or threatening behaviour by a group or an individual towards others
- Bullying
- Racist abuse
- Any form of fighting. Children should be helped to appreciate that “play-fighting” invariably turns nasty, whether intentionally or not, and someone is likely to get hurt
- Swearing
- Rudeness to any adult working in school, including refusing to do what an adult has asked them to do
- Disrupting other children's learning
- Any damage or theft to property, whether classroom or school equipment or the property of others
- Any dangerous behaviour which puts children's health and safety at risk
- Lying to get oneself out of a potentially difficult situation. Children can be helped to see that truthfulness is invariably the better option so that the problem is sorted out quickly, impact on others is reduced and consequences don't escalate.

### **Consequences include:**

- Adult disapproval or verbal reminders
- Discussion with an adult about the behaviour
- Removing a child from a situation (asking them to move)
- Withdrawal of privileges/freedoms, such as a play-time or participation in extra-curricular activities, the reasons for the deprivation being clearly explained
- Redress for any mess/damage incurred can be insisted upon and children enlisted to help, even if they are unable to make the damage good themselves
- Referral to the KS leaders and incident put into the behaviour book and then the head if behaviour persists three times.
- Informing parents and/or involving parents in discussion

# Strategies for Dealing with Persistent Unacceptable Behaviour

No school will ever be free of children who from time to time have problems with unacceptable behaviour. It is school policy to manage such behaviour in a positive and supportive way, involving parents and, where necessary, the educational psychologist and other support agencies.

Reasonable adjustments may be made for children with SEN or disabilities when applying the behaviour policy. Risk assessments are done for our more complex SEN children

## **Strategies for dealing with persistent unacceptable behaviour may include:**

- Regular discussion with children and parents
- Home/school message books, so that children showing persistently unacceptable behaviours are made aware of the importance of liaison between school and parents
- Individual Behaviour Plans or behaviour targets on an Individual Education Plan (children involved in setting targets where appropriate)
- Tracking the progress of a child's behaviour in class (target tracking sheets/personalised reward charts/observations in class)
- Structured lunchtimes (lunchtimes are carefully planned with some outside and some inside time with adult support where necessary)
- Structured learning time (the day is broken down into small manageable tasks)
- Internal seclusions (learning away from other children, on school premises but not in class)
- Team of adults working closely together to support the child
- Knowing individual children well, to understand possible triggers for their behaviour and avoid or manage those triggers
- Personalised consequences to deal with an individual's very specific behaviour
- Referral to outside agencies (e.g. behaviour outreach support)
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- Restraint (A group of staff are trained in using 'Positive Handling' techniques. De escalation is the first strategy and handling children is a last resort. Restraint of children is only used when: a child is at risk of hurting themselves or others; is damaging property or is seriously disrupting the learning of others. Parents are informed.)
- Fixed term exclusion
- Permanent exclusion

## Exclusion

Very serious incidents including violence or verbal abuse or behaviour threatening the health and safety of others or damage to property are likely to result in a fixed term exclusion.

In severe cases if fixed term exclusions do not help the pupil a permanent exclusion can be enforced.

The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

## Anti- Bullying Policy

At Longsands Primary School we believe that it is a basic entitlement of all children to receive their education free from humiliation, oppression and abuse. It is the responsibility of all adults working in the school to ensure that children learn in an atmosphere which is caring and protective.

Bullying affects everyone, not just the bullies and victims. It also affects those other children who may witness bullying, and less aggressive children can be drawn in by group pressure.

Bullying can have a devastating effect on individuals within school, it can lead to absenteeism and under-achievement and in the worst cases to depression and suicide. For the silent majority who witness bullying or who know that it goes on, the effects can also be traumatic, leading to feelings of worry, fear, guilt and again in some cases absenteeism.

At Longsands Primary School we consider ongoing education of children essential in order to develop skills and strategies to allow them to identify, cope with and, ultimately, prevent bullying.

These are relatively rare occurrences, but can and do happen in school communities. We work hard to create an ethos which protects children from these unpleasant aspects of behaviour and we are committed to dealing with any incidents straight away, in order that children involved in any incidents are made aware immediately that such behaviour is unacceptable.

Our behaviour policy does not condone any form of bullying, whether physical or verbal abuse or persistent teasing. Any parent who suspects that their child may be a victim of any kind of bullying should contact the class teacher as soon as they have a concern.

### **It is never a good idea to hope the problem will just go away. It rarely does!**

So if you notice any signs that your child may be suddenly reluctant to come to school or is showing symptoms of anxiety, please talk to the class teacher , management team or head

### **Children and parents need to feel confident that something will be done about the problem.**

Often it is enough to simply confront a child with what they have been doing and explain the effect it has on someone else, whilst issuing a reminder that such behaviour will not be tolerated. Children who persist in aggressive or anti-social behaviour may be



excluded from play-times and further advice can be sought to help them to learn to become a more sociable person.

**FIGHTING** is not accepted as a way of solving problems and children are taught that "play-fighting" is not acceptable as this kind of boisterous play can easily turn nasty in a playground situation.

**RACIAL ABUSE** is not tolerated and in all Lancashire schools procedures are in place for reporting any incidents of racial harassment or abuse. Parents will always be notified if their child has either been the victim or the perpetrator of any such behaviour.

**Bullying is least likely to occur in schools where:**

- all staff have an opportunity to discuss goals, values and participate in policy formulation
- all staff are actively concerned about aggressive and violent behaviour
- all staff see themselves as role models for the children in their care
- all staff feel comfortable about sharing information and where that information affects decisions made.

**Definition of Bullying**

*"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."*

Bullying thrives in an atmosphere of secrecy; victims and bystanders fear reprisals if they report a bullying incident; without knowledge of the incident, staff cannot intervene to protect the victim, and accordingly, they are not seen by children as an effective source of help to which they can turn.

Bullying can occur through several types of anti-social behaviour. It can be:

- **PHYSICAL** - A child can be physically punched, kicked hit, spat at etc.
- **VERBAL** - Verbal abuse can take the form of name calling, teasing and taunting. It may be directed towards gender, ethnic origin, physical/social disability, or personality, etc.
- **EXCLUSION** - A child can be bullied by being excluded from discussions/activities/games, with those they believe to be their friends.
- **DAMAGE TO PROPERTY OR THEFT** - Children may have their property damaged, stolen or hidden. Physical threats may be used by the bully in order that the pupil hands over property to them.
- **INTIMIDATION** - Bullying can also include making rude gestures and intimidation.
- **CYBER-BULLYING** – unkind messages/chat through social network sites, emails or texts.

### **Why do people bully?**

People bully for a variety of reasons. These include feeling they don't fit in, disliking themselves, peer pressure, wanting to show off, feeling upset or angry or having a fear of being bullied themselves. Most bullies have a lack of empathy, which can be caused by a lack of good role models or be a personality trait that needs fostering in a positive direction. It is everyone's responsibility to prevent bullying.

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### **Action taken by School to Prevent Bullying**

- All complaints taken seriously and dealt with quickly and firmly
- High levels of adult support in the playground
- Staff awareness
- Discussion with children on aspects of bullying and the appropriate way to behave towards each other
- Provision of equipment to occupy children at lunchtime
- Providing a curriculum which stresses the importance of children learning tolerance, learning to take responsibility and caring for others
- Recognising and rewarding non-aggressive behaviour
- Using peer group pressure actively to discourage bullying
- Helping children to develop positive strategies and assertion

The most important factor associated with decreasing bullying is the children's perceptions of the extent to which staff intervene to prevent it.

If a child reports an act of bullying, this is taken seriously and is investigated thoroughly. A reduction in bullying is directly related to an increased willingness of teaching and support staff to intervene in bullying incidents and an increase in confidence of children to report bullying.

### **Action taken when bullying is suspected**

If bullying is suspected we talk to the suspected victim, the suspect bully and any witnesses. If any degree of bullying is identified, the following action will be taken:- Help, support and counselling will be given as is appropriate to both the victims and the bullies:

We support the victims in the following ways:

- by offering them an immediate opportunity to talk about their experiences.
- informing the victims' parents/carers
- by offering continuing support when they feel they need it.
- by arranging for special supervision in the playground
- by taking steps to prevent more bullying.

We also discipline, yet try to help the bullies in the following ways by:

- talking about what happened, to discover why they became involved
- involving the bullies' parents/carers
- continuing to work with the bullies in order to change their behaviour



- requesting help from support services
- taking one or more of the disciplinary steps below, to prevent more bullying.
  1. Bullies will be officially warned to stop bullying by the Headship team.
  2. The bully's parents/carers will be informed verbally and asked to discuss the matter.
  3. If bullying continues, then the bully's parents/carers will be formally informed in writing.
  4. If bullying continues, then they may be temporarily excluded.
  5. If such behaviour does not end, then there may be a recommendation for permanent exclusion.

#### **The parents role in preventing bullying**

- take an active interest in your child's social life and chat about friends and their activities (including online communications)
- watch for signs of distress in your child
- inform the school immediately you suspect your child is being bullied. Your concerns will be taken seriously and appropriate action will follow
- advise your child **not** to fight back. It makes matters worse and your child could be accused of bullying!
- make sure your child is fully aware of the school policy concerning bullying

#### **Children are regularly informed of the school policy at assemblies and during class time, with particular emphasis on the following points:**

- children do not deserve to be bullied, it is WRONG
- to go straight to a member of staff and tell
- that children will not get into trouble if they tell
- to be proud of who they are
- to try not to show that they are upset. It is hard but a bully thrives on someone's fear
- to stay with a group of friends
- to be assertive - say "NO!"
- Walk away confidently
- that fighting back makes things worse
- to take action if they know someone is being bullied. Watching and doing nothing is wrong - tell an adult immediately
- not to be, or pretend to be, friends with a bully

## **Behaviour from parents/carers and visitors to the School**

#### **Statement of principles**

Our School encourages close links with parents and the community. We believe that children benefit when the relationship between home and school is a positive one. As role models, and for the safety and well being of our children, staff and parents, parents and other visitors are expected to behave appropriately when on school premises.

Parents and other visitors are expected to show respect and concern for others and support the respectful ethos of our school by setting a good example in their own speech and behaviour towards all members of the school community. The vast majority of parents, carers and others visiting our school set a good example. This policy addresses those rare occasions when behaviour is inappropriate.

## Incidents involving others' children

If an incident has happened at school involving your child, please do not approach/telephone other parents. By all means come in and tell staff how you are feeling and what your child's account of the incident was but let us deal with it in school.

Approaching someone else's child in order to discuss an incident or "tell them off" because of their actions (whether alleged or observed) is not appropriate in any circumstances. If you have concerns about something that has happened in school please speak to a member of staff promptly.

### Unacceptable behaviours

Aggression, verbal and or physical abuse towards members of school staff or the wider school community are unacceptable no matter what the circumstances are. Examples of behaviour that are considered serious and unacceptable and will not be tolerated include:

- shouting at members of the school community, either in person or to school staff over the telephone;
- physically intimidating members of the school community, eg standing very close to her/him;
- the use of aggressive hand gestures;
- threatening behaviour;
- shaking or holding a fist towards another person;
- swearing;
- pushing;
- hitting, eg slapping, punching and kicking;
- spitting;
- breaching the school's security procedures.

This is not an exhaustive list but seeks to provide illustrations of such behaviour.

***Unacceptable behaviour may result in the local authority and the police being informed of the incident.***

### **Action of staff when facing unacceptable behaviours**

The School expects and requires its members of staff to behave professionally in difficult situations and attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues.

However, all staff and pupils have the right to feel safe in the school environment. All members of staff have the right to work without fear of violence and abuse, and the right, in an extreme case, of appropriate self defence.

### **Procedure to be followed**

If a parent/carer behaves in an unacceptable way towards a member of the school community, the head teacher or appropriate senior staff will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedures should be followed. Where all procedures have been exhausted, and aggression or intimidation continue, or where there is an extreme act of violence, a parent/carer may be banned by the head teacher from the school premises for a period of time, subject to review.

In imposing a ban the following steps will be taken:

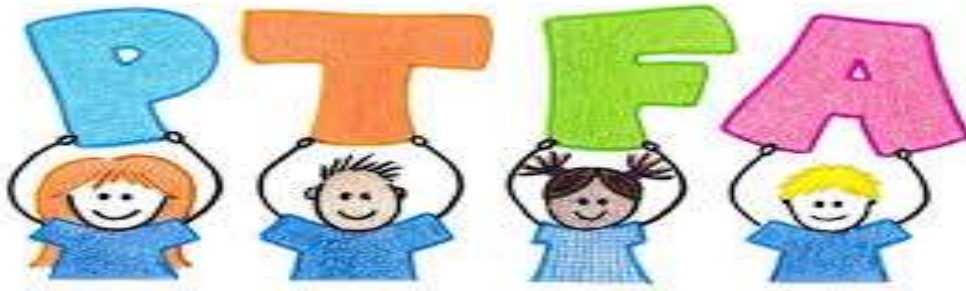
1. The parent/carer will be informed, in writing, that she/he is banned from the premises, subject to review, and what will happen if the ban is breached, eg that police involvement or an injunction application may follow
2. Where an assault has led to a ban, a statement indicating that the matter has been reported to the local authority and the police will be included
3. The chair of governors/LA will be informed of the ban
4. Where appropriate, arrangements for pupils being delivered to, and collected from the school gate will be clarified.

### **Conclusion**

The local authority itself may take action where behaviour is unacceptable or there are serious breaches of our home-school agreement or health and safety legislation.

In implementing this policy, the school will, as appropriate, seek advice from the Local Authority's education, health and safety and legal departments, to ensure fairness and consistency.





## Match Funding – Can you help?

Match giving or match funding is a simple way of maximising the fundraising efforts of the PTFA.

Not all companies offer matched funding but those that do will pledge a sum of money relating to the amount their employee has raised or is involved with or donated to the charity of their choice.

Longsands PTFA is a charity based association who fund a lot of activities in school, such as performances, new books, the gazebo (outside Reception class), sports kits etc.

If anyone feels that their company would be willing to match fund the PTFA's fund raising events, please let school or a member of the PTFA know, our contact email address is **[longsandsptfa@gmail.com](mailto:longsandsptfa@gmail.com)**. This will certainly boost funds and enable the PTFA to support future funding requests from school.



# CHRISTMAS FOOD APPEAL

Methodist Action provides housing for more than 200 disadvantaged families across Lancashire.

The 5 week transition period to Universal Credit means that many of these families will be without any benefits over Christmas.

Please help them to have a Happy Christmas by donating non-perishable food items.

## COLLECTION POINT

SCHOOL OFFICE  
BY FRIDAY 7<sup>TH</sup> DECEMBER

**Methodist Action**  
North West

Registered Charity 1126621  
Company Registration 7181671





# Christmas Toy Appeal

Helping local, disadvantaged children

Toys should be:

Unwrapped or in a gift bag

Preferably new

COLLECTION POINT  
SCHOOL OFFICE  
BY FRIDAY 7TH DECEMBER

**Methodist Action**  
North West

Registered Charity 1136621  
Company Registered 7161671



# BE BRIGHT & BE SEEN

this winter



Now that the clocks have gone back and it's getting darker earlier on, it's more important than ever to make sure you can be seen when you're out and about near roads.