



**St. Peter's Church of England Primary School**

**"Learning - Achieving - Caring"**

# **BEHAVIOUR/ ANTIBULLYING POLICY**

**Updated- January 2017**

**Next Review - January 2019**

Excellent behaviour is essential in order to allow for successful teaching and learning and thus raise standards of attainment and achievement. We have high expectations of behaviour from all our children. Our behaviour management system sets out clearly what our standards are and how they can be met. It rewards children who meet our high standards and explains clearly the consequences for any incidents of misbehaviour. We work closely as a staff team with all stakeholders to ensure our behaviour policy is relevant, meaningful and responds to the needs of our children at St Peter's.

- At St Peter's, we will not tolerate:
  - ~ bullying, whether verbal, physical or emotional
  - ~ racist, homophobic or any other behaviour that is derogatory to a protected characteristic whether by word, action or attitude
  - ~ fighting or deliberately hurting others
  - ~ swearing or bad language
  - ~ disobedience or refusal to co-operate
  - ~ deliberately damaging property or stealing

### **Aims**

- To achieve consistently excellent behaviour throughout the school thus providing a safe, happy and purposeful environment in which everyone can achieve
- All staff, parents and pupils have a clear understanding of bullying and issues are resolved effectively through partnership.
- To provide pupils with the skills necessary to develop as considerate, self disciplined citizens.
- To build home/school partnerships through shared aims.
- To deal with all incidents of misbehaviour and bullying quickly, efficiently, in accordance with policy thus minimising disruption to learning.

### **Equal Opportunities**

Our behaviour system is based on assertive positive discipline and gives a clear, consistent and structured response to the behaviour of our pupils, both positive and negative. All incidents of bad or bullying behaviour are recorded and followed up, including racial, gender, homophobic and disability discriminations.

Our behaviour policy pays due regard to the General Duty detailed in Section 71 (1) of the Race Relations Act, by ensuring that issues of race equality pervade all areas of our work.

## **The Behaviour System**

We believe that nearly every pupil can choose to behave well, and in our school, the vast majority do so every day. We have high expectations of pupils' behaviour and have a clear framework in place to ensure that our high standards remain high. Our behaviour system involves the use of our 'Golden Rules', the option to collect daily 'smiles', weekly 'Golden Time', termly certificates and spot rewards such as team points.

### **School rules**

We have five school rules that must be followed at all times and in all places, with all people.

I will treat people the way I would like to be treated.

I will work hard.

I will move safely and quietly around school.

I will look after everyone and everything.

I will be honest.

### **Rewards**

Pupils are aware of our 'Golden Rules' which are displayed in all classrooms and in high profile locations round the school. Rewards are linked to children following these rules and displaying consistent excellent behaviour.

Pupils can use the partnership book to collect a 'smile' every day for following our rules. Children who make good behaviour choices in school receive 'Golden Time' which is a free choice period of twenty five minutes which is taken at a time chosen to fit the weekly curriculum timetable. Extra special work or behaviour can earn team points or individual stickers.

Children who earn all the 'Golden Time' for a term will receive a certificate and special mention in our celebration assembly.

Staff members also reward good behaviour and acknowledge significant progress made by individuals using additional strategies such as; verbal praise for individuals and groups, stickers, stamps and written comments on work, table points, 'Star of the Week', trophies, sharing achievements and work with the class, other classes, other members of staff or in Friday celebration assembly. For particularly outstanding behaviour, pupils may go to the Headteacher or Deputy Head Teacher for a special sticker. Use of these strategies is at the discretion of the staff, and is encouraged.

Our School Council, Young Leaders and Play Squad are high profile at playtime and lunchtime as models of good behaviour. Their role also involves checking the friendship stops and looking after new pupils and reporting any incidents to staff for their involvement.

In order that rewards are really valued by pupils and their parents/carers and to make clear that our expectations are very high, we only reward achievements for being excellent when indeed they are excellent and not just what should have been expected of pupils anyway.

The house team with the highest term score gets a non- uniform day as a reward.

### **Sanctions**

If a pupil chooses to misbehave consequences will follow, they become progressively more serious.

1. They are given a verbal warning
2. They will have their name recorded
3. They will receive an X by their name, they will be moved in class and lose 'Golden Time' minutes.
4. They will receive XX by their name and will be referred to a member of the Senior Leadership Team. They will lose 'Golden Time' minutes.
5. They will be sent to the Headteacher who will decide which class they will work in and whether parents need informing.

This procedure is clearly displayed in each classroom and in high profile areas around the school.

### **Definition of bullying**

Bullying is any sort of systematic physical or psychological intimidation by those in a position of power over those who are unable to defend themselves. It implies a wilful, conscious desire to hurt, threaten or frighten someone, with the intention of causing distress.

Racist/ homophobic incidents and harassment will be regarded as a particular form of bullying and will therefore be addressed within these guidelines. We keep identifiable records of any racist/ homophobic behaviour.

### **Recording and Monitoring**

Staff record serious incidents of misbehaviour or bullying immediately on an incident report form. All incident reports are received by the Headteacher and are reviewed by senior staff weekly at Senior Leadership meetings.

When an incident report is received an investigation will take place where all sides of the incident can be explored using the restorative practice method of questioning.

Negative consequences will be actioned in line with policy.

Approaching parents about incidents of serious misbehaviour or bullying is the role of the Headteacher or the person in charge in their absence. However, minor incidents should be discussed by the class teacher with the parents at the end of the day. We will always ensure that the parents of the children involved are fully informed of the situation. Actions will be agreed by both parties to work to eliminate any unwanted behaviours. Monitoring and reviewed actions will continue until incidents stop.

Repeated misbehaviour or failure of sanctions to have an effect on the unwanted behaviour will be discussed at Senior Leadership Team meetings. Further discussions with the parents, to develop consistent behaviour management strategies at home and school will be actioned, with a clear form of communication to monitor and review progress. Discussion with the SENCo will also take place to consider underlying needs of the child. Additional support internally or from external agencies may be sought. An initial concern form may be raised and parental agreement sought to add the child to the SEN register.

The vast majority of pupils at St Peter's behave very well. However, in order to fulfil our duty of care to all pupils, prevent harm and maintain a safe/secure learning environment, as a last resort, we may on a very small number of occasions, need to physically care for (restrain) a pupil if they are putting themselves or others at serious risk of harm. Staff are regularly trained in Physical Restrictive Handling. This is only used by trained adults to prevent:

- i) a pupil from committing a criminal offence
- ii) causing a personal injury to others or themselves or damage to property
- iii) prejudicing the maintenance of good order and discipline at the school.

The training includes strategies for de-escalation which include planned ignoring, calm talking, distraction, humour, change of staff. The training also includes safe holds if the need for restraint is necessary. Any incidents of restraint are recorded in the serious incident book and reported to parents within 24 hours of the incident. Incidents are reported to the Governing Body every term

### **Exclusion**

Extreme cases of behaviour/bullying are referred to the Headteacher and in a minority of cases may include temporary (fixed term) or permanent exclusion from the school. Please refer to the Local Authority exclusion policy.

## **Inclusion**

Our behaviour policy is inclusive of all children. In collaboration with parents additional strategies may be put in place to support children with identified social and emotional needs. Once identified and strategies are set a period of time, typically a term, enables strategies to become embedded and evidence to be collected by school. These strategies will be recorded by the class teacher with support from a member of the Senior Leadership Team/SENCo.

There are a very small number of pupils whose behaviour needs supporting. For some of these pupils, the school behaviour policy is insufficient. Therefore, we have identified additional strategies that may be used with particular pupils. These strategies are detailed within the pupil's individual risk assessment, Individual Learning Plan (ILP) or Individual Behaviour Plan (IBP).

Outside agencies will be invited to support the school when further assessment or advice is required, with permission from parents/ carers.

## **Links with Parents/Carers**

Parents/carers are informed of pupil's good behaviour through receipt of certificates and informally through discussions with parents/carers/ staff before or after school and parent/carer evenings. Parents may be contacted with regard to incidents of mis-behaviour. Contact will be made at the discretion of the Headteacher. Information for parents on policy and practice is shared regularly.