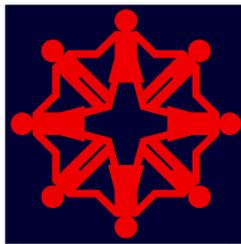


**All Saints' C of E Primary School**



# **Behaviour & Anti- Bullying Policy**

**Reviewed: February 2017**

## Next review: February 2018

### Introduction

As a Christian school we must encourage a climate of forgiveness. All members of the school community must be able to forgive and know that they will be forgiven. Our behaviour policy is centred on our Christian Values to promote a culture of mutual respect. They are reviewed annually.

1. Respect
2. Peace
3. Love
4. Faith
5. Perseverance
6. Hope

We aim:

- To produce a happy, caring atmosphere that creates a safe and stimulating environment
- To have a positive constructive approach to behaviour that fosters a supportive framework for children's learning journeys
- To develop a sense of self-awareness and nurture a mutual respect for others
- Set out clear guidelines and values for the school community and equip pupils with a moral compass, setting them up for life
- To build resilience, self esteem, self discipline and emotional literacy

### Equal opportunity statement

As an inclusive school we will strive to ensure all members of the school community will have equal access and support to achieve these aims. This is irrespective of race, gender, ethnicity, cultural and religious background, sexuality or disability. Refer to the Equality Policy for further details.

### Whole school approach

We offer patience, support and above all fair treatment with a balance of consistency across the school; in classrooms, around the school and in the playground. We are aware of and recognise that there are some children with other special educational needs and those presenting difficulties such as ASD and ADHD. Pupils with B.E.S.Ds will have individually differentiated plans for behaviour. Similarly, pupils referred to the Learning Mentor have Achievement Plans which may include behaviour targets. These individual plans follow the same protocol as I.E.Ps and are shared with the pupil, parent and staff involved. These plans may include support, rewards and sanctions in addition to those outlined in this policy.

Every classroom and teaching area has the five behaviour steps displayed called The High Five Rules. These are shared with the children and all adults working in the school. They are also displayed in the playground and around the school. Each class also decides and display their own class rules.

All staff reinforce the whole school approach. All lunchtime/playtime support staff reinforce the high expectations, including at lining up times and can nominate children for a Blue Disc. There will be pupils with Individual Behaviour Plans. The Communication links between support staff and teachers can be through liaison with the Inclusion Team. Pupils are given time in class to explore behaviour issues in lessons such as R.E, Circle Time, P.S.H.E and on an individual basis through Place to Be. The school council are also involved representing the pupil voice on behaviour matters.

### Playground

At play times we aim to provide a positive, stimulating environment where positive social interaction happens. Children have fun but are also supported with inevitable difficulties mediated by staff including where appropriate Playground Buddies.

A Senior Playground Supervisor has been appointed who ensures pupils have a rota of organized games and equipment at lunchtimes. The staff on duty are responsible for getting out the equipment and encouraging pupils to participate in the games timetabled. No other balls should be used in the playground. To avoid arguments, football should only be played by the class who has an allocated pitch day and if it is timetabled on the rota.

### The High Five Rules

As well as the guidance provided within the Christian Ethos all children are made familiar of the five High Five rules through display continual verbal reinforcement and dedicated assemblies.

- We listen
- We are kind and helpful
- We are hardworking
- We are honest
- We stay safe

Children are encouraged to keep to the rules to enable them to have the opportunity of gaining Doh Joh's and/or being nominated for a Headteacher golden sticker, presented to two pupils per class during Praise Worship, as well as Blue Discs distributed by MDS. A whole class sanction should not be applied which penalises well behaved children.

### Strategies

There is a balanced, consistent and differentiated approach to behaviour management across the school. The balance is a need for correction with understanding. We have a planned strategy which is exercised with patience, support and above all consistent and fair treatment.

### **Behaviour management Stages**

#### Stage 1

- The High Five Rules displayed across the school and shared at every opportunity
- Practical, verbal and visual strategies within the classroom

- Classroom management to include thought out seating arrangements etc.
- Praising good behaviour, to highlight the positive behaviours not the bad focussing on the behaviour without being negative about the child
- Adults setting a good example
- Encouraging children to accept responsibility for their own action reinforcing that they *are* capable of behaving well
- Playground games and rota of equipment

#### Stage 2

- Discuss with year group Colleague
- Discuss with Phase Leader
- Discuss with SENCo
- Discuss with Parent/Carer
- Discuss with Parent Liaison Worker

#### Stage 3

- Discuss with Deputy Head/Inclusion Team
- Individual Behaviour Plans
- Home/School report
- Peer mentoring
- Support from Head Teacher
- Support from outside agencies via a CAF
- Pastoral Support Programme
- Pupil Referral Unit (PRU)

#### E-Safety and Code of Conduct

All staff and pupils sign an acceptable use of the internet agreement. Staff must adhere to the Staff Code of Conduct and be aware of our Whistle blowing Policy. If there is reason to suspect a pupil has breached behaviour or Safety rules any searches should comply with government guidelines.

#### Exclusion

As a last resort a child may be excluded in accordance with the 'Guidance from Exclusion from Schools and Pupil Referral Units' Document.

#### Rewards

All children should be aware of the reward of their own achievements and learning in school. This can be achieved by developing self confidence and a sense of self worth. This is encouraged through adult *and* peer praise for one of the five High Five criteria.

Every staff member has a Do Jo account from year 1 upwards. The Head teacher is notified of the High Five related achievement and gives Golden Stickers to two children from each class on Friday in Praise Worship, as well as certificates for attendance and punctuality. Their names and achievement

are published in the weekly newsletter. In one academic year the aim is for each child to have gained at least one golden sticker. Class teachers can give out certificates based on the High Five rules.

For exceptionally good behaviour or achievement pupils can be sent to the Headteacher or Deputy in her absence. Pupils with BESD, I.B.Ps, Pastoral Support Plans and Achievement Plans can be sent to the Inclusion Manager/SENCo, or Deputy in their absence.

### **Behaviour Steps – Classrooms and teaching areas**

#### **EYFS Behaviour management steps:**

Step 1 for pupils displaying disruptive behaviour: remind about expectations, give warning about behaviour and consequences, use traffic light system when appropriate.

Step 2 for pupils persisting with disruptive behaviour:

pupil to sit in “thinking place” to reflect on their behaviour, awaiting discussion with teacher/TA.

Teacher/TA to talk to pupil about the choices they made and use this opportunity for pupils to decide to change behaviour and allow themselves back into the body of the class.

Class teacher to talk to parent about using similar strategies at home to manage behaviour.

Consider initiating behaviour plan for pupils who reach step 2 more than once in a week.

Step 3 for pupils who repeat disruptive behaviour after steps 1 and 2 have been carried out: pupil to spend 10 minutes in partner class/phase leader’s class for reflection on their behaviour and choices made.

Teacher/TA to talk to pupil about the choices they made and use this opportunity for pupils to decide to end disruptive behaviour and allow themselves back into the body of the class.

Step 4:

*Behaviour that is repeated after steps 1-3 have been carried out will result in pupils spending time with senior management, parent contacted.*

#### **KS1 & 2 Behaviour management steps:**

1. Two verbal reminders
2. Consequence applied
3. Time out area – one minute for every age year
4. Missing some break time

Parents should be notified if a child is often reaching step 4, as this will trigger Stage 3 intervention.

#### **The Behaviour Steps for the Playground/Lunchtime are:**

1. Children have been spoken to and asked to amend their behaviour with clear reference to the High Five or Al Saints Restaurant rule that has been broken
2. Children can spend a maximum of 5 minutes by the designated wall; on return to play they should offer an apology to their friend or adult, being clear as to what apologising for.
3. Children sent to the senior Midday Dinner Supervisor to miss a set amount of time, after which they should discuss their behaviour and ways they can improve it with the adult who sent them in.
4. If inappropriate behaviour continues or is of a very serious nature (fighting/racist/homophobic/sexist/violent/swearing/child is danger to self or others, etc) after an investigation send to Senior Leader on lunchtime duty. Rudeness/homophobic and racist incidents have to have an incident form filled in for school records (appendix ix). Parents would be informed at this point.

### Encouraging Pupils

To encourage children not to progress to Stage 3, there are Good behaviour awards for the classroom and playground. These should be sent to the Deputy HT for a reward from the class teacher. The yellow slip should be kept with the half termly monitoring sheet. A yellow behaviour award should be given after 2 weeks of positive behaviour. Pupils who have turned their behaviour around can also be sent to the Headteacher for a Golden Sticker.

### Additional Sanctions

Pupils may forfeit forthcoming off site visits or other privileges such as positions of responsibility if they have displayed behaviour which is decidedly rude, racist, homophobic, forms of bullying or may cause health and safety concerns. Whilst we are an inclusive school Health and Safety for all becomes an overriding factor when making such decisions.

### Support Available

#### **School**

- The whole school approach to Behaviour Management (steps)
- Paired class. A record must be kept by the class teacher of any pupils sent out of class. No child can be sent out more than twice in a week. This would mean immediate referral to Deputy HT. The class teacher Log must be brought to each staff meeting.
- The Deputy Head / Inclusion Manager
- Adult support offering additional 'take up time' to investigate behaviour incidents
- The Head Teacher being removed from the earliest stages of the steps having a greater impact if child reaches stage 5.
- Professional dialogue with Phase Leaders

## Home/School

The class teacher's relationship with parents/carers is key. If a child is frequently reaching step 4 in the classroom or step 4 in the playground parents should be notified by the class teacher initially to try and enlist support from home. If there is no change within two weeks the Deputy HT will invite them in to meet with her/him and the class teacher. Outcomes will be agreed, monitored and reviewed.

Outside agencies Include:

- Governors
- Early Help Service
- Speech and Language Specialist (S.L.T)
- School Nursing Team
- Educational Psychologist
- Local Authority Inclusion team (S.I.S.S)
- Child and Adult Mental Health Service (C.A.M.H.S)
- Child Services
- Police
- Police Community Support Officers (P.C.S.Os)
- Youth Offending Team (Y.O.T)

*All contact should be made through liaison with the Inclusion Manager/Deputy Head. Similarly if agencies contact staff or parents this should be referred to the Inclusion Manager/Deputy Head.*

### Expectations

At All Saints we have high expectations of behaviour from the whole school community based on respect for everyone and Christian Values. Expectations for all are outlined in the Home/School agreement document. All staff, parents and pupils are expected to follow the High Five Rules and follow the School Code of Conduct. All related policies must also be followed which endorse good behaviour and safety practices.

### Communication, Recording and Monitoring

All staff and parents should observe the protocol for dealing with issues. If a problem should arise in the first instance the class teacher and parent should set up a meeting at an agreed time. As a school we will try to deal with issues as quickly as possible but parents must arrange a prior appointment. These meetings must be made known to the Head Teacher. Parents and carers should not raise issues directly with other parents or pupils. We encourage parents to co-operate in helping to decide on and support any agreed action. If a matter is not resolved, parents should then proceed to the Head Teacher. If no resolution is met still, parents and carers have the right to make a formal complaint to the Chair of Governors through the school office.

If a child has repeated behaviour difficulties the parents or carers will be informed. If a child makes a racist or homophobic remark this is recorded on they have a meeting with the Deputy HT

/Inclusion Manager. Self Reflection, mediation and restorative justice techniques are used incorporating our Christian Ethos.

A Behaviour report for governors is submitted termly

All behaviour incidents are recorded and monitored. Every child's behaviour is reviewed at progress meetings.

All racist, homophobic and bullying incidents are recorded separately on a log. If this is a repeated offense the parent or carers are informed.

## **Appendix**

i Report to absent Teacher

ii Paired Class Monitoring Sheets

iii Paired Class Behaviour Recording (Blue slips)

iv Playground Behaviour Recording (Red slips)

v Home/School Report

vi Timetabled /Differentiated Home School Report

vii Individual Behaviour Plan

viii Achievement Plan

ix Racist/Rudeness/Homophobic Incident Report

**i Report to absent Teacher**

Issued for: .....

Filled in by: .....

Date: .....

	9am - Play	Play	10.45 - Lunch	Lunch	p.m - home
Tick to monitor					
Work					
Behaviour					

Details: .....

**ii Time Out Monitoring Sheet**      Year              Term

<b>Name</b>	<b>Date</b>	<b>Issue number or Other Difficulty</b>	<b>Time spent in paired class</b>


**Issue**

1. Refusal to work / difficulty starting

2. Talking at the wrong time

3. Physically/hurting another child

4. Verbal abuse / swearing

**Reported to:**

**iii Paired Class Behaviour Recording**

Name:

Time Out \_\_\_\_\_

Time Back \_\_\_\_\_

↑Refusal to work / difficulty starting

↑Talking at the wrong time

↑Physical / hurting other child

↑Verbal abuse / swearing

↑Physical / verbal abuse to teacher

↑Other difficulty / issue.....

Work provided↑

---

Name:

Date:

↑I have made an effort with my work

↑I have not been talking at the wrong time

↑I have been kind and gentle to others

↑I have been polite/kind to my friends

↑ I have been polite/kind to my friends

↑Other area of improvement.....



**iv Playground Behaviour Recording**

Name/Year:

Date:

Adult:

↑

Refusal to listen

↑Physical / hurting other child

↑Verbal abuse / swearing to a child

↑Physical / verbal abuse to an adult

↑Other difficulty / issue.....

What happened?

Conclusion

Outcome/Sanction



**vi Timetabled Home School Report**

Name:

Date:

	Teacher's Comments	Child's Comments / Feelings
9:00 – 10:15		
Assembly		
Break		
11:00 – 11:45		
11:45 – 12:15		
Lunch		
1:15 – 2:30		
2:30 – 3:30		
Other comments		
Comments from Home		

Signed by teacher

Signed by parent

Signed by Child

**vii Individual Behaviour Plan: School Action / School Action Plus**

Pupil:

Year Group:

I.B.P Started:

Main areas (s) of concern:

Class Teacher:

Review Date:

Target (What)	Strategies/Resources (How)	Support (Who/When)	Success criteria	Outcome

Parent/Carer involvement:

Pupil involvement:

Person(s) writing this I.E.P

**viii My Achievement Plan**

Name:

Year:

Date:

My Goal	How I am going to achieve this	Who is going to help me and when	Success	Have I succeeded?	Reward
			I can		

Pupil: \_\_\_\_\_

Learning Mentor: \_\_\_\_\_

Parent: \_\_\_\_\_

**ix Racist / Homophobic / Rudeness Report**

Racist / Homophobic / Swearing / Rudeness Incident Report

Date:

Pupil/s involved: \_\_\_\_\_

Adult/s involved: \_\_\_\_\_

*Please circle*

- 1. Direct insult/swearing
- 2. Indirect insult/swearing
- 4. Other \_\_\_\_\_

*Incident detailing when and where it happened*

---

---

---

---

---

*Action Taken including communication to parents*

---

---

Comment

---

---

Signed: \_\_\_\_\_

Copy to Inclusion Manager/Deputy Head teacher