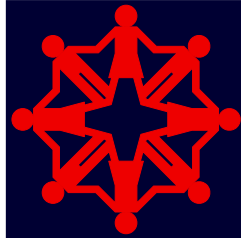


All Saints' C of E Primary School



Behaviour & Anti-Bullying Policy

Reviewed: February 2022

To be next reviewed: February 2024

All Believing All Achieving

All Saints' school is an open and caring community committed to Christian values. Our school is based on the love of learning, social justice, inclusion and responsibility. It is committed to bringing positive change and peace in our local community, and the world, since we are all made in God's image.

"What does the Lord require from you, but to do justice, and love kindness and to walk humbly with your God" Micah 6:8.

BEHAVIOUR POLICY

As a Christian school, we desire to see healthy relationships flourish in 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 unity, empathy, compassion and mutual respect.

We want all members of the school community to embody and promote positive relationships by:

1. Demonstrating our Christian Values for building healthy, respectful, caring relationships
2. Following the school's 'High Five' identities for providing a sense of belonging in a safe, inclusive learning environment
3. Teaching self-awareness and self-regulation
4. Structuring the environment to reduce stresses and promote engagement in learning
5. Teaching problem solving skills to turn conflicts into cooperative learning opportunities

We achieve positive behaviour through a systematic whole school approach:

1. **Demonstrating our Christian Values for building healthy, respectful, caring relationships**

Our values and identities are referred to in assemblies and form an integral part of our daily classroom practice. Our aim is that all children understand the values and identities and they will become memorized and instilled as something they embody in primary school and throughout their lives.

2. Teaching self-awareness and self-regulation

Read the signs of stress in behaviours and reframe behaviour as communication. (Using the Stop Light Approach)	Identify the stressors a child is experiencing. Reflect with children the causes that overstress them so they are self-aware.
Reduce the intensity of stressors.	Modelling and encouraging pupils to report unacceptable behaviour.
Respond by including students in figuring out what helps them calm, rest and recover from their upsets.	Prompt investigation of

3. Structuring the environment to reduce stress and promote engagement in learning

Classroom Expectations	At the beginning of the school year, every class writes classroom expectations based on school vision and values and what this looks like in practice, differentiated for the age of the class. Each year group designs their own incentive system for promoting positive behaviour.
Line Heroes	We expect pupils to line up swiftly and quietly. We use a system called Line Heroes to reinforce expectations. Pupils are taught the acronym H.E.R.O: H: Hands by your side E: Eyes forward, voices off R: Respect for space O: One behind each other

4. Teaching problem solving skills to turn conflicts into cooperative learning opportunities

It is our intention to provide a safe, caring learning environment with responsive, supportive adults to prevent serious behaviours. In the event of repeated negative behaviour or a serious incident (e.g. bullying, physical aggression, deliberate defiance), redemptive consequences that fair, appropriate, skill-building and reflective of our Christian ethos.

The following procedures are an outline of the strategies we might use:

Strategies to address behaviour that disrupts learning while building skills for nurturing healthy relationships	Strategies to address serious negative incidents to keep everyone safe and support struggling students
Identify triggers and work with student to discover strategies to help them manage stressors Verbal/non-verbal reminders Take a break in a safe space Quiet sensory item Re-do a task to practice the right way Calming activity Self- Reflection time Connection time with the teacher to build relationship and support needed skills. <i>Any behaviour that requires a formal sanction is recorded in the class behaviour log</i>	Pupil spends reflection time with a member of the senior leadership team. Redemptive consequences will be used to help students reflect, collaborate and repair relationships. A member of the school leadership team will facilitate these discussions. In order to maintain safety for everyone, sometimes in extreme cases restrictions will need to be placed on individual students, eg. access to certain groups, class trips, and whole school events. Restoration and full inclusion promoting a sense of belonging in the school community is the goal. Formal record of incident Formal meeting with parents <i>All serious incidents are recorded for monitoring purposes. A copy is kept in the pupils' file and in the Leadership's team behaviour log.</i>

Encouragement and Acknowledgement

“Therefore encourage one another and build each other up ... and acknowledge those who work hard among you” (1 Thess. 5:11,12). We believe that positive behaviour is reinforced and embedded when every child is encouraged and acknowledged for their unique individual abilities and accomplishments. Positive actions will be celebrated by peers and adults on a daily basis in the classroom, as well as, whole school assemblies. Recognition will be provided in a variety of ways including: Dojo messages, personal postcard highlighting a specific action that reflects Christian Value, Praise assembly stickers, and end of term certificates. We actively seek opportunities to celebrate examples of positive behaviour with parents in our weekly newsletter and through informal conversations.

Playground

At play times, we aim to provide a stimulating environment where positive social interaction occurs. We recognise that some children find these times to be very stressful because of the differences in the unstructured time. We want to be proactive to ensure our children feel safe on the playground. Playground expectations reflect our values and are discussed throughout the year in assemblies and class.

In KS2, play leaders are selected to initiate games and befriend peers to encourage happy, active play times. We want to be proactive to help our students use playground time to enable them to return to class ready to learn. There is a wide range of equipment in both key stages that encourage structured team play and there is space for quiet reflection.

Monitoring and Recording

More serious behaviours must be monitored and recorded to determine how to best support the student so they will be successful learners. This will be done by building healthy connections, positive relationships, and a collaborative plan with students and leadership team. Class teachers will maintain a classroom file, and school leaders will keep a log of serious incidents. The data will support ongoing evaluation of successes and needs for adjustment. A behaviour report for governors is submitted termly.

We provide staff with regularly updated and appropriate safeguarding training that enables them to identify peer on peer abuse and understand their role in preventing it. All incidents are verbally reported to the designated safeguarding leads and recorded in class behaviour logs.

The school adopts a zero-tolerance approach to sexual harassment and sexual violence. All incidents of sexual harassment are recorded, challenged and promptly investigated. Outcomes of investigations are recorded and cascaded to parents, carers and relevant members of staff as well as to the LA termly.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be, and never ignored. We organise termly pupil voice surveys to monitor pupil’s attitudes about how well the school keeps them safe.

Pupils are explicitly taught about online safety at the beginning of each computing block and during an annual Internet Safety Week.

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Please refer to our child protection and safeguarding policy for more information

All racist, homophobic and bullying incidents are recorded separately on a log which schools must statutorily report to the Local Authority.

Parents are kept informed of their child's personal development and behaviour at parent meetings and in end of year reports.

Other policies to read in conjunction with the behaviour policy are:

RHSE policy and PHSE policy

Child Protection

Safeguarding