

ST. JOHN'S C OF E



PRIMARY SCHOOL

# Positive Behaviour and Anti-bullying Policy

**Last Reviewed by Governing Body: Feb 2018**

**Date of next review: Feb 2020**

## **Mission Statement and Vision**

Each of us is special; each of us is unique.

We aim to provide pupils with high quality teaching and learning, so that they can become effective life-long learners, striving for excellence.

We aim to demonstrate clear Christian characteristics and values, whilst at the same time, encouraging recognition of and respect for other faiths.

We value greatly school, home and parish connections.

We believe in "Living, Loving and Learning" together in God's World.

Our vision is to empower creative independent thinkers, resilient to challenges, in readiness for our diverse and ever-changing world.

The aim of this policy is to clarify the high expectations we expect of all members of our school community and to communicate each individual's role. This in turn supports our Christian values of Love, Respect and Hope which we apply to all of our everyday practice.

We believe that by fostering self-control, high regard for others and self-esteem in all our children, we can create a warm, caring ethos. This in turn creates a secure and co-operative environment in which the highest standards of education can be delivered so that every child can achieve their full potential. All staff are expected to project themselves as good role models, co-operating and supporting one another, and treating colleagues and children with courtesy, consideration and respect.

Parents are encouraged to be involved in supporting the delivery of this policy. They are informed through the prospectus and in a New Parents Meeting held in July and are encouraged to discuss expectations with their child. Rewards for good learning and attitudes are taken home on a regular basis to further reinforce parental awareness. We also celebrate the achievements made by children outside of school. We believe that the links between home and school are vital and that it is essential that a shared understanding of expectations exist.

## **Curriculum and Learning**

We believe that through an appropriately structured and challenging curriculum, effective learning characteristics will be fostered which contribute to good learning behaviour. Planning for individual needs and the active involvement of children in their own learning are regarded as essential tools to avoid poor behaviour occurring.

There should be clear objectives for all learning activities and lessons should be structured in a way that meets the needs of varying abilities. Children should be given appropriate feedback on their progress and achievements, preferably at the point of learning to ensure they feel that their efforts are valued and that progress matters.

## **The Adult's Role**

All staff and volunteers should :

- Treat each other with respect at all times, providing a positive role model for the children and each other.
- Reward positive learning behaviour.
- Provide encouragement and stimulation to all children.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of our school expectations.
- Teach values and attitudes throughout the curriculum as well as knowledge and skills in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

## **Expectations**

Our policy is designed to recognise, promote and celebrate the fact that most children behave appropriately most of the time. Behaviour is learned, just as curriculum subjects are learned so, opportunities to teach socially acceptable behavior is built into our curriculum. Our policy does not refer to "punishment" or "reward" but operates a system of choice. It allows children to make a personal decision in the full knowledge of the consequences of their choice.

Teachers need to establish consistently high levels of good behaviour with the support of parents, governors and leaders. Positive expectations, praise and reward are the key to successful classroom management. Children need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teacher's need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

## **Principles**

At St John`s CE Primary School we believe in promoting our list of expectations, rather than a set of rules. This is based on the premise that rules are there to be broken; if rules are replaced by expectations, it provides the opportunity for children to make the right choice and manage their responses in an appropriate manner.

These expectations have been agreed by staff, children, governors and parents and are communicated to the whole school community. Our expectations aim to promote positive attitudes and foster a respectful Christian learning environment, where all members of the learning community are valued. Transformational change in attitude can only be brought about by children making the right decisions and choices about their responses, for themselves. We aim to teach children about our expectations and give them the opportunity to make reasoned choices.

## **St John`s Expectations:**

- Be kind and respectful of everyone and everything including each other and school property.
- Move around school sensibly and safely.
- Always use good manners in every situation.
- Always try your best and take pride in your work.
- Listen carefully to adults and each other and value everyone`s opinions.
- Always aim to do the right thing in the right place at the right time.
- Be honest, even when you know you have done something wrong.
- Respect other faiths and values.
- Play safe, fair and sensible games.
- Enjoy learning, have fun and show your enthusiasm!

## **Inclusion**

At St John`s we do our utmost to ensure that all children regardless of race, gender, disability, religion, belief or any child within the protected characteristics have equal access to all aspects of the curriculum. Our materials and resources are chosen to avoid stereotyping of any sort. Diversity is not portrayed as a problem to be overcome but as a rich resource to support the learning of all.

## **Recognition**

We recognise appropriate interaction and learning in the following ways:

- Class Reward system
- Voucher scheme
- Home/School Bear KS1 and Foundation Stage
- Team Points KS2

## **Consequences**

There may be times when staff have to make it absolutely clear that a child's response is unacceptable. This will show that it is the response that is rejected and not the child. Child self-esteem will be maintained if consequences are seen to be fair. Children will always be given the opportunity to make the "right choice".

- If a child continues to make the wrong choice they may be moved to a different part of the classroom or playground.
- A warning will be given if the behaviour continues and this will result in lost learning time being paid back, either at playtime or lunchtime.
- If there is still an issue, the child may be moved into another class and the class teacher will speak to parents.
- If the chat with parents does not solve the issue, the matter will be referred to a member of the Senior Leadership Team.

The Head Teacher should be involved immediately (or member of the SLT in their absence) when serious incidents occur involving:

- swearing
- disrespectful attitudes towards staff
- fighting
- derogatory language being used, particularly in relation to the protected characteristics or exhibiting extremist views

All incidents will be recorded and parents will be informed.

Recorded incidents will be reviewed termly by the Head Teacher.

### **Lunchtimes**

Stickers or vouchers can be awarded for children who eat all their lunch, show good manners and play appropriately.

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Midday supervisors should follow the procedure below.

1. Verbal Warning Given.
2. If the child continues to make the "wrong choice" they will stand at the fence (Infant Site) or at the side of the playground (Junior Site) in the playground and miss 5 minutes of their playtime. Children will not be able to move from the area until told by the Mid-day Supervisor.
3. If the child continues to make the "wrong choice" they will be spoken to by the Senior Member of Staff in the playground and miss 10 minutes of their playtime. This should be monitored by the Mid-day Supervisor. Children will not be able to move from the area until told by the Mid-day Supervisor. The child's class teacher should be informed.
4. If a child has spent time on the fence or at the wall and the situation is not resolved, they should be referred to a member of the SLT so that this can be recorded in the behaviour log.
5. If a child is referred more than once to the SLT in a two week period, they will be referred to the Head Teacher.
6. Serious behaviour such as swearing, disrespectful behavior towards staff, hurting others, fighting, derogatory language, particularly in relation to the protected characteristics will result in the child being referred directly to the Head Teacher.

### **Working in Partnership**

In the case of more serious incidents, where the Head Teacher or member of the SLT has deemed it necessary to record an incident, parents will be contacted either via

letter or phone call and may be invited into school to discuss how to support their child further. At St John`s there is a definite emphasis on the importance of working in partnership with parents. Parents can be reassured and have first-hand experience, that the school's way of managing incidents is well thought out, fair and effective.

### **Health and Safety**

When a child presents a serious risk of causing significant harm to themselves, to others, to school property or there is a major threat to good order and learning, senior staff may need to take physical control until such time as the child is able to take back control for themselves.

The Head Teacher also reserves the right to exclude any child from school trips and residential visits, if their response is causing concern for the health and safety of themselves and others. Parents will be informed of this and the child will be educated in school throughout the duration of the school trip

Where the behaviour of a child seriously violates the expectations of St John`s, or where the continued presence of a child is a serious threat to the safety of others, it may be necessary to exclude that child, either permanently or for a fixed term. In these circumstances the Head Teacher and Chair of Governors will follow the Local Authority's recommended Exclusion Policy (December 2006) which reflects the requirements of current law and Oldham LA Exclusions protocol.

### **Additional Educational Needs**

We understand that some children may struggle through their additional educational needs to learn appropriate social and emotional responses. These children, through support and consultation with parents and external professionals, will benefit from a carefully differentiated approach. We will carefully monitor the child with support from the SENCO and consult with the Primary Additional Educational Needs Service and the A.E.N Governor for support and advice. Some children in school will have action plans in place to support them in developing positive responses in school.

### **Anti-bullying**

We are committed to providing a safe, caring and friendly environment for all of our children so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who feels that bullying is happening is expected to tell the staff.

### **What is bullying?**

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

# SEVERAL TIMES ON PURPOSE

## **Bullying can be:**

Emotional	being unfriendly, excluding, tormenting
Physical	pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focusing on the issue of sexuality and sexual identity, including transgender and intersex
Verbal	name calling, sarcasm, spreading rumours, teasing, derogatory language, "banter"
Cyber	all areas of the internet such as e-mail and internet chat room misuse, mobile phone Threats by text, messaging and calls, misuse of camera and video facilities (sexting)

## **Why is it important to respond to bullying?**

Bullying hurts and no one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who bully, need to learn different ways to respond to others.

The school has a responsibility to respond promptly and effectively to issues of bullying.

## **Signs and Symptoms**

There may be signs that a child exhibits that indicate are being bullied. Adults should be aware of these possible signs and should investigate if a child:

- Is frightened of walking to or from school
- Changes their usual routine
- Is unwilling to go to school
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts to run away or threatens suicide
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to perform less well in their school work
- Comes home with clothes/ belongings damaged or torn
- Regularly has possessions damaged or "go missing"
- Asks for money or starts to steal money

- Has unexplained cuts or bruises
- Comes home hungry (lunch has been taken)
- Becomes aggressive, disruptive, unreasonable
- Stops eating
- Is afraid to use the internet or mobile phone

These signs could indicate other problems, but bullying should be considered as a possibility and be investigated.

### **Preventative Steps**

A variety of activities take place in school to develop children`s ability to form positive relationships with their peers, discourage bullying behaviours and offers children strategies for dealing with bullying.

- Assemblies
- Circle Time
- Drama
- PSHE lessons
- Through other curriculum areas
- Effective supervision at playtimes and lunchtimes
- Training for mid-day supervisors
- The provision of play equipment to encourage positive play
- Development of the school grounds to provide a stimulating environment
- Social skills groups
- Extra curricular activities

Procedures if bullying should take place;

Children should feel able to tell staff if they feel that they are being bullied. All children will be listened to, including those who have bullied others. Responses should be prompt and consistent.

Members of staff should report bullying incidents and alert a member of the Senior Leadership Team.

Sanctions will be in line with the agreed Positive Behaviour policy and will vary according to the seriousness of the incident:

- A verbal reprimand or loss of playtime may be sufficient to deter a pupil from teasing or name calling
- Counselling or problem solving approaches may be useful at this stage
- More serious incidents resulting in injury or damage to property – parents will be informed and invited to attend a meeting
- If necessary and appropriate, police will be consulted
- Exclusion will be a last resort

All incidents of suspected bullying will be reported to the Head Teacher so that patterns of behavior become apparent.

### **Staff Training**

All staff have access to and undertake both internal and external training and professional development in behaviour management, child protection and inclusion policy and strategy.

### **Equal Opportunities**

Provision is made for all children regardless of ability, disability, additional needs, medical conditions, gender, faith or ethnicity and reasonable adjustments are made in a range of ways. All children have a right to be treated equally and the school will take measures against those who do not abide by this ethos.

### **Monitoring and Evaluation**

Policy and practice is monitored and evaluated on a regular basis. Monitoring may take the form of lesson observations, questionnaires, discussions with children or learning walks. Feedback will be given to all staff along with recommendations to inform future policy and planning.

The school leadership team have a responsibility to ensure the policy is embedded into the school provision and report to governors on the effectiveness of the policy.