

St Mary and St John CE Primary School
Behaviour Policy (incorporating Anti-Bullying)

Within our tradition as a Church of England (VA) Primary School, we are committed to making SS Mary and John an inclusive environment, fostering curiosity, spirituality, creativity and respect. At our school we want everyone to be valued, to explore the joy of learning, and to achieve their full potential.

This Behaviour Policy informs our practice when dealing with a range of behaviour, including bullying. Any incidents of bullying will be dealt with quickly, sensitively, firmly and fairly, within our school ethos based on a restorative approach.

Aims

We aim to:

- Work together to create a school community with a high level of trust where all feel safe and secure.
- Set up clear and consistent expectations of behaviour based on a restorative approach.
- Promote self-discipline, independence and motivation.
- Help all members of the school community to develop self-respect and personal worth.
- Strengthen an ethos where individuals are able to empathise and understand that their behaviour is a choice and their own responsibility.
- Celebrate achievement and success within the school community.
- Acknowledge and praise positive behaviour choices.

St Mary and St John Primary School Rules:

These are rules for every child and adult in our school. They go alongside our mission statement to help us to be a safe and happy place where we can all learn.

We will:

- Use kind actions at all times.
- Help everyone to feel included.
- Show respect by treating other people as they would like to be treated.
- Listen to instructions and opinions of others.
- Use polite and positive language when talking to everyone.
- Look after our school environment and keep it clean and healthy.
- Always represent our school positively.

These rules were written using the Key Stage 2 School Council ideas in June 2013.

Class Rules (optional) will:

- Be class specific.
- Be negotiated with the children at the beginning of the school year.
- Be referred to as appropriate.
- Be positive.

Reward Systems

- Children's good behaviour is recognised by verbal praise and thanks to individuals and groups.
- Stickers may be awarded to individuals for special achievements, effort, kindness and helpfulness.
- Two children from each class are awarded special certificates for achievement or effort, in Sharing Assemblies (Friday) once a week. Parents join us for some of these assemblies, weekly at Key Stage 1 and termly at Key Stage 2.
- Two children from each class can be nominated weekly for entry in the Golden Book and receive a Headteacher's Award for especially good work. Their names are read out in Sharing Assemblies.
- Individual and class reward systems may be used where appropriate to support and encourage positive behaviour.
- The Golden Table, on a Friday lunchtime, and The Fair Play Book is used to encourage courtesy and respect.

Suggested procedures for dealing with difficult behaviour

Where there are incidents of **low level** disruptive behaviour:

- Focus on positive role models e.g. "Thank you for showing me that you are ready to learn."
- Non-verbal cues.
- Divert attention.
- Stimulate a new activity or interest.
- Change location e.g. seating.
- Have a restorative conversation with the child.
- Support from other adults.
- If appropriate, let the parents/carers know as soon as possible to discuss strategies.

Where there are incidents of **high level** disruptive behaviour – examples are: stealing, damaging the school environment, physical attack, racist attack, sexually inappropriate behaviour, derogatory language, bullying*

- Imposed class based time out, e.g. in another class, with a member of the Leadership Team or with a teaching assistant.
- Parental involvement in consultation with the class teacher and the Leadership Team.
- Miss playtime (all or part).
- Incident form completed.
- Alternative arrangements for managing unstructured times e.g. sports activity, time/activity with a trusted adult.
- Persistent behaviour difficulties may result in referral to appropriate outside agencies e.g. Independent consultant, Mulberry Bush, Camhs, who will support the school in managing the child's behaviour.

Guidelines for staff

- Use a restorative non-judgemental approach.
- Consistent, calm approach.
- Adult members of the school community model positive interactions.
- Listen to children with respect and respond appropriately.
- Negotiate, counsel and try to resolve problems when they occur.
- Set limits that are clearly understood by the children.
- Inform staff in staff meetings (special children standing item on agenda).
- Sensitivity towards vulnerable children.
- Follow the DfE guidance on The Use of Reasonable Force 2013 as our positive handling guidelines.

Exclusion

Children who are at risk of exclusion will have a range of support put in place which will involve regular meetings between staff, the child and parents, where a set of outcomes will be jointly agreed and reviewed.

In the event of an extremely serious incident involving verbal or physical abuse, a fixed term exclusion of a pupil may be necessary. This would be the decision of the Headteacher and would follow the statutory government and Local Authority guidelines.

* There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- Repeated.
- Intended to hurt someone, either physically or emotionally.
- Imbalance of power.

It takes many forms and can include:

- Physical assault.
- Teasing.
- Name calling.
- Cyber bullying.

Related policies include:

SEND, PSHCE, Health and Safety, procedures for filling in incident forms (revised September 2017).

Policy adopted – October 2019

Reviewed – Feb 2021

Next review date – Feb 2022