



School Behaviour & Anti-Bullying Policy

Date of approval: December 2020

Next review due: December 2023

secure foundations ♦ excellent practice ♦ faith, hope and love

Positive Behaviour

At St Luke's CE School, we want to create a supportive, productive environment where all children can learn and develop. We want to ensure all members of the school community treat others with the utmost respect and care, a message at the heart of Jesus' teaching.

"So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets." Matthew 7:12

We want our pupils to develop morals and behaviours that are based on our core Christian values of faith, hope and love: values that encourage a sense of responsibility for each other and nurture a desire to help those in need.

"Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience." Colossians 3:12

Creating an environment with high expectations and standards of behaviour requires clear, consistently reinforced boundaries. These provide a framework for school to be a just place where adults and children are treated fairly. Behaviour which is disruptive or detrimental to others will always be dealt with firmly but with compassion and forgiveness.

At St Luke's CE School, staff, parents and children work together to create a happy and caring learning environment. In this atmosphere, there is no room for bullying of any kind. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Bullying can be described as being: *'Repeated and deliberate acts done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property.'* Bullying must not be ignored and should be brought to the attention of staff either by the child who has been bullied, their friend(s), their parent(s) or other concerned people.

Aims

There are a number of protocols, procedures and guidelines that adults, children, governors and parents are asked to follow based on the shared values outlined in this policy. They have been drawn up in order to meet the following aims:

- To create an environment, based upon our Christian core values, which displays an ethos of care and forgiveness towards each other and a recognition of individual need and worth;
- To set high expectations for behaviour which allow excellent teaching and learning to take place;
- To promote actively responsible behaviour by encouraging self-discipline and self-respect;
- To encourage positive behaviour by providing a range of rewards for children of all ages and abilities, at the same time as helping children to understand that good behaviour can sometimes be its own reward;

- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow;
- To equip children with the skills and strategies to help them respond appropriately to challenging situations, and to support them in their transition to secondary school and beyond.

Code of Conduct and shared values

The Golden Rules

Jesus' teaching "*Do to others as you would have them do to you*" is the starting point for our Golden Rules:

- We care for each other
- We try our best
- We listen to each other
- We are honest
- We look after our school

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning. We have a "quiet walking" rule, for children moving around the school to ensure that children are calm during transition times and that those working in class or communal areas are not disturbed.

Our Playground Rules

We want all our school community to be able to enjoy our playground. With the children, we have drawn up some rules to help us be safe and happy in this area.

- We stay where the grown-ups can see us
- We walk on the decking
- We include everyone in our games
- We are gentle – we don't push or pull
- We take care of our equipment

How parents can support the school's Behaviour Policy

- By recognising that good behaviour for learning is essential for a child to progress at school
- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By talking to their child about our school's Christian values of faith, hope and love and "*Do to others as you would have them do to you*" and, if helpful, using it in home situations
- By speaking directly to the teacher as soon as possible if you have any concerns, recognising that there are usually two sides to a story and finding out all the facts before reaching conclusions.
- By respecting staff and remembering they aim to deal with behaviour problems professionally, patiently and positively
- By allowing school to deal with incidents of poor behaviour rather than approaching other children and parents
- By engaging with school by attending Parents' Evenings and other functions
- By understanding the difference between bullying and poor behaviour

How staff can support the school's Behaviour Policy

- By being good role models
- By being consistent and following the protocols contained in this policy
- By monitoring behaviour and being proactive rather than reactive, whether inside the school or in the playground
- By being vigilant and taking preventative measures
- By using their emotional intelligence, paying attention to detail, hearing both sides of a story and taking responsibility for following incidents up
- By being punctual when collecting their class and ensuring that lessons begin on time
- By dismissing children at the end of the school day in a calm and orderly manner

Incentives for positive behaviour

The core aim of St Luke's CE School's behaviour policy is to encourage all children to practise good behaviour by operating a system of praise and reward. When children's efforts are valued and acknowledged, they respond positively both in their work and their conduct. At St Luke's, we have an 'every day is a new day' ethos which allows a child fresh start at every opportunity.

At St Luke's, our system of praise and reward operates in the following ways:

- Two pupils per class are nominated every week by their teacher for the Golden Book. They are recognised during the weekly Golden assembly, their names are recorded in the school newsletter and they have a treat with the Headteacher or a member of SLT.
- Throughout the week, peers and adults nominate children who have demonstrated our core Christian Values. A nomination form is filled out and shared at the Golden Assembly, and a bead is added to the Christian Values jar.
- House points are given and collated across the school at the end of the week. The totals shared in Golden Assembly and the winning house receives an end of term reward.
- Each class has a 'Rainbow' behaviour chart which allows children to move up and down as a response to their behaviour. This gives the children a visual cue as to whether their behaviour is acceptable or unacceptable whilst always holding out the opportunity to improve.
- Verbal and/ or written praise given to the child, and if appropriate, their parents/ carers.
- When appropriate, individual target setting with the child with personalised rewards, positive behaviour plans, pastoral support plans

Class teachers may also choose to set up their own, additional ways of recognising and celebrating good behaviour such as stickers, dojo points and whole class marble jars.

Consequences for unacceptable behaviour

Sometimes children behave inappropriately. Children need to learn where the bounds of acceptable behaviour lie, as this is a part of growing up.

There are occasions when individual children exhibit inappropriate behaviour. As part of the approach within our behaviour policy of rewards and consequences, we use behaviour modification strategies to improve an individual child's behaviour.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

Minor issues around behaviour are dealt with by the class teacher in a supportive and fair manner, and with some flexibility regarding age of the child, as far as consequences are concerned. If problems are persistent or recurring, a meeting will be arranged with the class teacher and parent to discuss appropriate strategies for assisting the child to make appropriate choices. The Headteacher or SLT will be involved if problems are serious or persistent.

Children are made aware that they are responsible for their own behaviour and that breaking the Golden and Playground Rules will lead to consequences. In general, the following apply:

Normal classroom consequences are as follows:

1. Reminder of Golden Rules
2. Non-verbal warning
3. Verbal warning (with reference to the Golden Rules)
4. Re-positioning within the group/classroom
5. Time-out for 15 minutes in own classroom (sitting in a quiet area of the classroom)
6. Time-out for 15 minutes in another classroom (sitting in a quiet area of the classroom)
7. Miss a short part or whole of playtime of playtime (use of sand-timer for younger children)
8. Miss a privilege e.g. part of Golden Time
9. Regular monitoring of the child's work or behaviour
10. ABC analysis of behaviour carried out for short time (two weeks) to look for patterns and solutions
11. Sent to Senior Leadership Team/Headteacher HT (serious incidents logged in incident book)

Playtime consequences are as follows:

1. Reminder of Playground Rules
2. Non-verbal warning (when possible)
3. Verbal warning (with reference to the Playground Rules)
4. Time-out for short time sitting in quiet area of the playground (use of sand-timer)
5. Discussion about the Playground Rule which has been broken before going back to play
6. Incidents are reported to the class teacher.
7. Serious incidents reported to Senior Leadership Team/Headteacher

Sanctions for incidents outside school (such as school trips, outside school gates) are as follows:

1. Reminder of the Golden Rules
 2. Non-verbal warning (where possible)
 3. Verbal warning (with reference to the Golden Rules)
- | | |
|----------------------------------|--|
| <u>On school trips:</u> | <u>Outside school gates:</u> |
| 4. Time out with member of staff | 4. Invite parents and child to come back into school to talk about the behaviour |
5. Contact Headteacher who will advise next steps which might include parent being asked to collect child from school trip/take child home.

This guide to the three levels of behaviour and example responses is displayed in all classrooms:

	Examples of unwanted behaviours	Example teacher response
Level 1		
	Running in school Wasting time out of class e.g. toilet Disturbing others by interrupting or chatting Grabbing or snatching from other children Inappropriate behaviour in assembly or in dining hall One off incident of teasing or name calling Not listening to adults or each other Throwing rubbish on the floor Calling out Not being on task or delay in starting work Swinging on chair or not sitting sensibly on the carpet Sulky attitude or rudeness Disregard for school equipment	Praise someone who is doing what they should Ask them a question (distract them) Ask if they need help Say name or redirect Stand near them or move them nearer to you Take away object if distracting them Verbal warning or reminder Move name on class behaviour chart Appropriate ignoring/praise/reward others Modelling what to do Reminder of class rules Visual prompts or reminders Time out in class Conversation with parent/carer
Level 2		
	Persistent Level 1 behaviours Refusal to do as asked/ non-co-operation Rough/inappropriate play Kicking, pinching, hitting, hurting others Swearing Taking things that don't belong to you Inappropriate behaviour on a trip/visit Mimicry of staff member Rude remarks about others Getting up and leaving class without permission	Reminder of class rules and explanation of what the expectations of behaviour are Finish work at playtime (supervised by teacher) Move name on class behaviour chart Missed privileges Time out in another class Personal behaviour chart with targets Conversation with parent/carer and SLT Phone call home to parent/carer by SLT Meeting with parent to set behaviour targets Discussion with child explaining consequences
Level 3		
	Fighting Stealing personal property Hurting, threatening or swearing at staff Threatening others with intent Possession or using an offensive weapon ABH & GBH Causing serious damage/vandalism Spitting Racist remarks or other prejudiced remarks with intent Bullying	Discussion with child explaining consequences Letter and incident form sent home to parent/carer followed up by conversation with parent and SLT Send to another teacher with work (internal exclusion) Missed playtime with Head of School Exclusion 1-3 days Permanent exclusion Inform police if appropriate

Record of incident

Any serious or more persistent issues are recorded on a Record of Concerns form in the Behaviour Log (kept in School Office) and a copy given to the Headteacher. If there is a major breach of the behaviour code, the Headteacher is informed immediately.

Major issues of inappropriate behaviour

Major breaches of discipline (such as discriminatory behaviour, racial or homophobic abuse, deliberate physical assault or damage to property, bullying, foul or abusive language, stealing, refusal to work) are generally rare and it is the responsibility of the Headteacher or a member of the Senior Leadership Team to deal with it appropriately. Incidents of racial and homophobic abuse will be investigated and recorded on the statutory reporting forms. Parents will be involved in all such cases.

Procedures for Dealing with Major issues of inappropriate behaviour

If the problem is severe or recurring then exclusion procedures are implemented:

- A case conference involving parents and support agencies
- Fixed term or permanent exclusions after consultation with the Governing Body and the Local Authority
- Parents have the right of appeal to the Governing Body against any decision to exclude.

Physical Restraint

Although most children at St Luke's CE School will never require any form of physical restraint, staff may have to deal with some children who exhibit disturbed, distressed and distressing behaviour. Physical restraint is the positive application of force with the intention of protecting the child from harming himself or others, seriously damaging property or in order to maintain good order and behaviour in the classroom. It will only be used in emergency situations as a last resort by a senior member of staff.

Procedures for Physical Restraint

In the event of physical restraint having been used, it is important to consider the strategies that are deemed acceptable, and the recording procedures that should be in place. A calm and measured approach to a situation is needed.

- Tell the pupil to stop and state possible consequences of failure to do so;
- If possible, summon a member of SLT;
- Continue to communicate with the pupil throughout the incident;
- Make it clear that restraint will be removed as soon as it ceases to be necessary;
- Appropriate follow-up action should be taken, which may include:
 - Providing medical support
 - Providing support and respite for those involved.

Recording use of Physical Restraint

Staff should record all incidents of restraint and report these to the Headteacher. Details should include:

- Name of pupil(s)
- Staff member(s) involved
- Factors necessitating physical intervention
- The strategies which were employed prior to using physical intervention
- How physical intervention was effected
- Outcome of restraint

- Any other action taken in the management of the incident
- Parents/carers should be contacted as soon as possible and the incident explained to them. This action should also be recorded.

Assessing risk for any child likely to require physical restraint

Such planning needs to address:

- Involving the parents to ensure that they are clear about the specific action the school might need to take
- Training staff to ensure they know exactly what action they should be taking
- Managing the pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary)
- Ensuring that additional support can be summoned if appropriate

Complaints about the use of physical restraint

We all have a duty of care to the young people in our school and must not escape our legal responsibilities by avoiding taking appropriate and necessary action. Involving parents when an incident occurs with their child, together with a clear policy adhered to by the staff, should help to avoid complaints from parents. It may not prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and social services department under child protection procedures. Members of staff who have been subject to physical violence or assault, have the right to be supported by their union, in making a formal complaint to the police and, if necessary, taking private action against an assailant.

Special Educational Needs

The SENDCo will keep staff updated to ensure that effective and appropriate strategies are in place for managing the behaviour of children with special educational needs.

Bullying

At St Luke's CE School, we consider bullying to be unkind behaviour that:

- Is repeated
- Is deliberate – with the intention to hurt someone either physically or emotionally
- Makes the target feel helpless
- Can be carried out by one person or a group
- Can be face-to-face or online

In order to prevent and identify incidents of bullying we have agreed to carry out the following strategies:

- All staff watch for early signs of distress in pupils - listen, assess, act
- Appropriate teaching from the PSHE, SRE and computing curriculum on how to identify and report bullying
- Termly internet safety lessons for children
- Observing an annual Anti-Bullying Week with a focus on respecting differences

Strategies for dealing with bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation - the emphasis is always on a caring, listening approach.

- Discussions with the victim – listen patiently, assess, act
- Identify the child/ children who bullied
- Discussions with the child/ children who bullied
- Investigate incident(s) fully (with other children as necessary)
- Separate discussions with parents of the child/ children who bullied and the child who was bullied
- Ensure that the child who was bullied has way of alerting friend/grown up if fears he/she is being bullied again
- Consider why a child is bullying - sanctions may include withdrawal from favoured activities, loss of playtimes, exclusion from school during lunchtimes, exclusion from school, depending on the perceived severity of the incident(s)
- Record incident
- Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim to ensure no repetition

In summary

By using a positive system of incentives and clear boundaries, we help our children to develop confidence, a healthy self-esteem and a set of life skills and strategies, which will take them on to the next stage of their schooling and into adult life.

Complaints Procedure

If anyone in the school community feels that this policy is not being followed, they should raise the matter first with the Headteacher and, if concerns persists, with the Chair of Governors who will facilitate the appropriate action, which may include an investigation. If there is a formal complaint then the school's complaints procedure will be followed.

Copies of this policy will be available in the staff handbook, from the school office and on the school website.

This policy has been agreed by the Headteacher and the Governing Body.

Headteacher signature: _____ Print name: _____

Date: _____

Chair of Governors signature: _____ Print name: _____

Date: _____