

Behaviour and Anti-Bullying Policy and Procedure

St John's Primary School



The purpose of this guide is to outline how the school and parents/carers work together to create a positive and motivating environment which enables all children to learn and which is inclusive of adults and children's religion, race and culture, Special Educational Needs, disabilities and vulnerabilities and which ensures the safeguarding of children. This policy is closely linked to St John's Safeguarding policy.

Creating an environment of good behaviour and preventing poor behaviour – key approaches we take at school in behaviour management.

1) Core Values

Above anything else we teach our school 'core values' which, if learned well, serve as the basis of decision making by every member of our community including children and adults.

The main ways we teach our values are:

- 1) All adults serving as good role models for children at school and home.
- 2) Teaching discrete lessons across the curriculum, including in PSHE.
- 3) During whole school and celebration assemblies.
- 4) When adults interact with children, even when discussing a child's behaviour.
- 5) When adults communicate with adults, even due to a disagreement or frustration. This applies even when using social media.
- 6) Providing opportunities for the children to lead using our values such as in community projects, creating clubs for younger children, becoming a House Captain, serving as a Young Leader, representing the school in sporting events and so on.

2) Agreed rules based on our values

In order to live within our values, we must all demonstrate the following behaviours:

Pupils

- We are gentle
- We are kind and helpful
- We work hard
- We look after property
- We are honest
- We listen

Parents/Carers

- By understanding and supporting the behaviour policy.
- By attending Assertive Mentoring meetings each term
- By praising the children when they receive awards.
- By working with the teachers and the school when the children do not behave well.
- By getting in touch with us straight away when asked to do so.

- By valuing education.
- By sharing our high expectations for behaviour while the children are in school.

3) Praise and active supervision

All adults when with children will actively scan the area, model, interact, move around and reinforce positive behaviour. Desired behaviours will be praised including academic achievement/effort, behaviour and showing our values.

4) Celebration Assemblies

Celebration assemblies are an opportunity for us to come together to share our successes and our learning. Parents and carers are also invited to attend these weekly assemblies.

5) Engaging lessons that cater for the needs of individual children

In order to develop good behaviour, engaging lessons will be planned and delivered to keep children focused on their learning and progress while also teaching our core values.

6) Assertive Mentoring meetings

Teachers, pupils and parents meet every term to discuss pupils' achievement, attitude and attendance. A discussion is held about behaviour and targets set where appropriate. These meetings are generally an opportunity to share a positive conversation but are assertive in nature and can be a good way to reiterate expectations and school rules and values.

Encouraging good behaviour and sanctioning poor behaviour

Rewards

1) Class Dojo

Each child has a Dojo account where points will be added for excellent behaviour and achievement. All parents and carers have access to this account to monitor their child's progress at school and through this account will be notified of commendable positive behaviour. Parents can gain access to Class Dojo online after setting up an account with the help of the front office staff or classroom teachers. Club achievements or misbehaviour must be awarded by the adult responsible for the club - no child may issue Dojo points for club achievements. Dojo points will be re-set every term.

2) House Points

Dojo Points will convert into House Points and go towards House competitions. We will celebrate weekly the number of House Points awarded across the school to help the children quantify their contribution towards the ethos of the school and to congratulate particularly successful children.

Sanctions

It is always our intention to teach the children to learn from mistakes and restore our school values after challenging behaviour. The basis of our restorative process is the "planning room".

1) Class Dojo

Poor behaviour will be noted on Class Dojo after a discussion with the adult noting the poor behaviour. This will be done in a formative way, in line with our values and school rules, so that the

child learns how to improve their behaviour. At this stage parents/carers need not be notified directly though parents/carers are welcome to contact teachers through Class Dojo.

Children must never be sanctioned in a fashion that intends to humiliate or belittle.

Club achievements or misbehaviour must be awarded by the adult responsible for the club - no child may issue Dojo points for club achievements. Dojo points will be re-set every week.

2) Temporary removal from the situation

If poor behaviour continues after discussion with an adult and notes made on class dojo, a child will be sent to another adult, usually an Assistant Head Teacher (AHT), to have a further and additional opportunity to restore our school values and correcting the child's conduct. The child will also have an opportunity to calm down and think of ways to improve the situation.

If the child is sent out of class they will spend the next playtime in a Planning Room detention and a letter will be sent home to be signed by the parent.

On occasions of one-off, extreme unacceptable behaviour Senior Leadership Team may be directly involved at this stage and a Planning Room detention issued.

If a child attends Planning Room three times within a half term, they will be placed on an 'in-school exclusion' meaning a loss of privileges for a set period of time and put on a behaviour report. Parents will be required to attend a meeting with the Headteacher to discuss the behaviour and to reiterate school's expectations.

Reasonable Adjustments

As an inclusive school we have children who come to the school with special educational needs. We respect and care for these children as much as any other, even if their special educational need leads to poor behaviour. While we won't accept poor behaviour, we will arrange for reasonable adjustments in order to cater for children's individual needs. Agreed individual strategies will be implemented to support a positive behaviour.

Strategies could include:

- Small time outs
- Learning in a designated area of the classroom or building
- Working one to one in a group room with a named adult
- Lunchtimes in designated areas or off the premises
- Part-time timetables
- Other strategies at the discretion of the Head teacher, AHTs, SENDco and teacher, in consultation with parents/carers and other professionals relevant to the child's needs.

Behaviour outside of school

We do expect our children to behave in line with our school values outside of school, though recognise that we have little authority beyond the school day. Nonetheless, we do take an interest and try to support the children in the community wherever possible.

When the school is notified of negative behaviour by children outside of school:

- 1) The member of the public will be encouraged to contact the Police (if appropriate) who are the appropriate body to deal with such community challenges.
- 2) The parents of the child will be notified regarding the complaint.
- 3) In cases where children could be at risk of harm, the school may make a referral to Social Services.

Managing Unkind Acts and Bullying

All children get involved in unkind acts. All children will be victims of unkind acts and will commit unkind acts – this is a natural part of growing up. Indeed, challenging relationships are a natural part of life for which we need to prepare the children. At the school, we aim to teach the children our values from the earliest moments at the school in order that they make consistent good choices in life and have positive relationships with those around them.

Communicating feelings of hurt

We are a telling school and we are a listening school

Some children communicate their feelings of being hurt very clearly, making it easy for adults to support them with their emotional needs. Other children are less vocal about their feelings so we have strategies to ensure all children can tell their feelings and be listened to.

1) Classroom teachers

The best place for a child to start when feeling like they have been treated unkindly is their classroom teacher.

2) Parent Support Advisor

Children and parents are encouraged to discuss any concerns with our PSA, Mrs Lishman.

3) Headteacher or AHT

We operate an 'open door' policy and children know that they can talk to a member of senior staff if they have a worry or concern.

4) Parents and Carers

We very much value the insight of parents and carers about how a child is feeling. Very often a child appears very happy at school while reporting unhappiness at home. If parents and carers have any concerns about a child being the victim of unkindness, they should contact the classroom teacher, PSA or Headteacher with urgency.

Some children, even with all of the above communication strategies available to them, will feel unable to ask for help with tricky relationships or bullying. It is, therefore, important that all adults around a child notice any signs of distress and work with the classroom teacher to find solutions with the child.

Examples of signs of distress could be:

- Being withdrawn or isolated when not through choice
- Work deteriorating
- Prefers the company of adults

- Frequently ill, generally unhappy or anxious and displaying other symptoms such as bed wetting
- Attends irregularly or arrives late
- Dealing with incidences of unkindness and bullying

Bullying usually has three common features:

- It is a deliberate, hurtful behaviour
- It is repeated
- It is difficult for those being bullied to defend themselves due to a power imbalance

There are three main types of bullying:

- Physical; hitting, kicking, taking belongings
- Verbal; name-calling, insulting, racist remarks
- Indirect/emotional; spreading nasty stories, excluding from groups.

Cyberbullying is similar to traditional bullying in that it is repeated, intentional and based on a power imbalance but it has the following differences:

- Anonymity – victims are often unaware who is bullying them
- Disinhibition – 'you can't see me, I can't see you'
- Accessibility – bullying behaviours can take place all day every day.
- Punitive Fears – victims don't report what is happening because they fear having their computer / phone privileges taken away
- Bystanders – the whole world can see the unkindness.

In summary, the purpose of this policy is to help children develop their social skills in a positive, caring, inclusive and responsible way whilst ensuring any examples of poor behaviour are dealt with in a constructive manner, involving all appropriate adults such as teachers/parents/carers.

Punitive action is considered necessary in limited cases but will only be used after all other options have been exhausted.

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