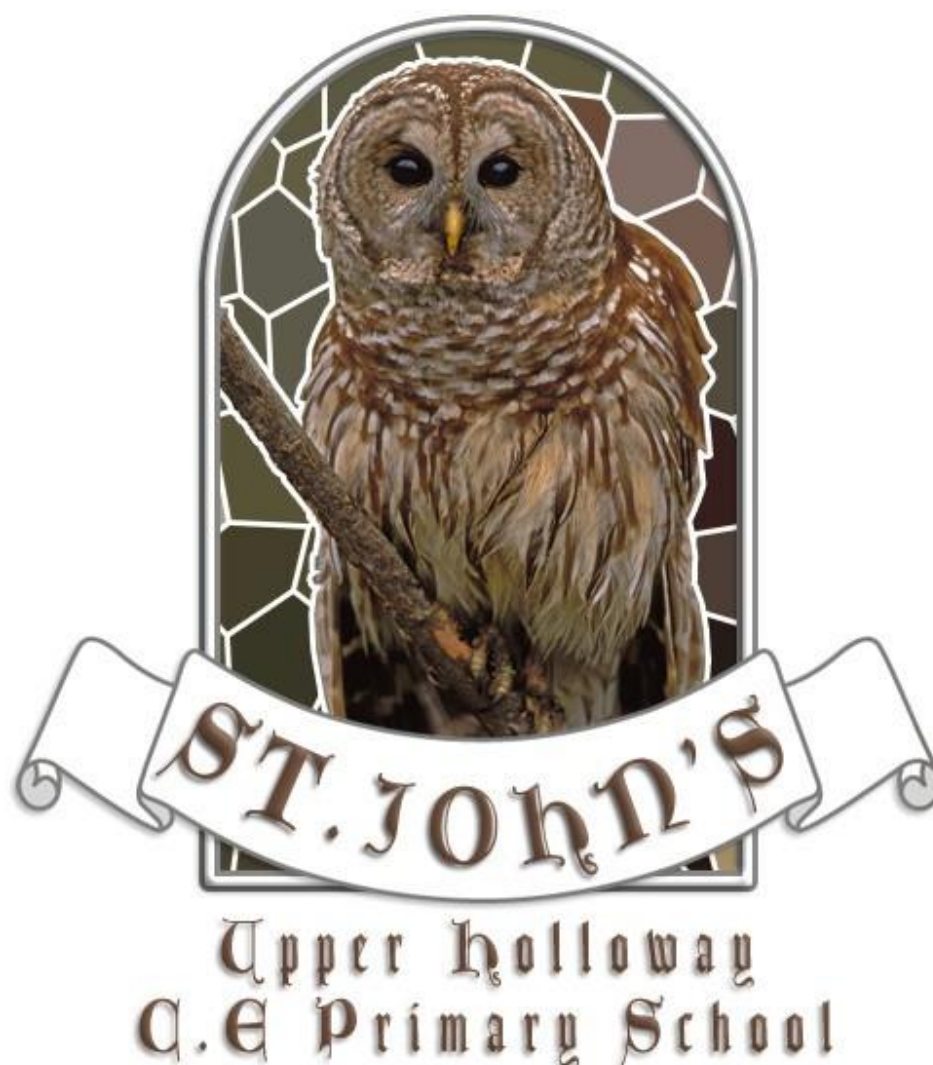


St John's Upper Holloway CE Primary School



Behaviour Policy

November 2021

Policy updated and approved by staff: Nov 2021

Policy approved by governors: Nov 2021

Review date: Nov 2022

Our Vision

Jesus said: 'Love each other as I have loved you'. John 15:12

As we are loved, so we shall love.

As we are taught, so we shall teach.

As we are nurtured, so we shall flourish.

Our Mission

St John's is a small, caring Church of England Primary School. It is committed to supporting our pupils to be happy, successful and fulfilled throughout their lives. We believe that everyone is unique and valued by God. We aspire to be a high achieving school that provides an outstanding education:

- ❖ promoting the highest standards of teaching and learning, with excellent leadership
- ❖ being inclusive, celebrating diversity and valuing all religions, faiths, cultures and backgrounds
- ❖ providing a rich and stimulating curriculum that will inspire and challenge
- ❖ being a happy, healthy and safe place
- ❖ providing excellent care, guidance and support with a strong partnership between school, parents and the community.

We seek to promote six Christian values of creativity, thankfulness, truthfulness, friendship, perseverance and courage, each linked by our core value of love. We believe these help to prepare our children for a successful and fulfilling life, so being:

- ❖ considerate and respectful with excellent manners
- ❖ confident, happy, independent and self-motivated
- ❖ co-operative and collaborative
- ❖ honest and trustworthy
- ❖ resilient, hardworking and determined
- ❖ highly principled with moral, spiritual, cultural and social awareness, including shared British Values.

Objectives of the policy

This policy promotes the Christian values within our school including love, truthfulness and friendship.

The policy sets boundaries for acceptable behaviour.

It describes the process by which the school community defines acceptable behaviour, decides upon sanctions and rewards and implements those decisions.

It describes the monitoring and reporting of behaviour.

It has been reviewed and updated to take into account guidance from the DfE document on Behaviour and discipline in schools January 2016. It should be read in conjunction with other related school policies including safeguarding and child protection, e-safety, transition, preventing radicalisation and extremism and the staff code of conduct.

Introduction

St John's School encourages respect for others within a social, moral, spiritual and cultural context. The school's moral code underpins this behaviour policy and the associated "Golden Rules". It is developed through collective worship, certain subjects of the National Curriculum and religious education, and the style and atmosphere of the school itself. Staff set an important example through their own conduct (leading by example) and their consistent approach to issues of behaviour and discipline.

The main aim of every school policy is to raise standards in attainment and achievement, so that all pupils may realise their potential, wherever it lies. Pupil behaviour that prevents any child from learning in a happy environment is unacceptable.

The Headteacher is responsible for ensuring the behaviour policy is consistently adhered to by all members of staff. All members of staff should lead by example and details of this are outlined in the staff handbook on the section entitled "staff conduct".

The purpose of a whole-school policy on behaviour and discipline is to:

- ensure that the Vision Statement is affirmed through the daily life of the school,
- ensure that all members of the school community understand what constitutes acceptable or unacceptable behaviour,
- be proactive in ensuring that disruptive incidents are dealt with in a consistent manner,
- ensure that each child is polite, well behaved and motivated to learn.

This whole school policy encompasses issues of principle and equal opportunities and contains statement of intent about:

- anti-racism and dealing with racial harassment
- anti-sexism and gender equality
- anti-homophobia and dealing with homophobic language
- anti-bullying measures, including cyber bullying
- recognition of, and action in respect of, child abuse within the context of agreed local child protection procedures
- monitoring attendance and acting swiftly upon lapses
- exclusions

Strategies for promoting positive behaviour

We feel that success is measured not by the absence of problems, but by the way we deal with them:

- All staff are expected to have high expectations of behaviour, work and politeness
- Staff should plan for opportunities to celebrate achievements and successes and to take pride in their school environment. All rewards should feed into the school's reward systems.
- All adults should be proactive in identifying where problems may be likely to develop and tackling them quickly and effectively, using strategies appropriate to the needs of the individual
- It is essential to treat children fairly and sensitively, to listen to them, to hear both sides of any disagreements, and help children sort problems out in a reasonable way in line with the guidance in this policy. Staff are expected to use de-escalation techniques to resolve conflicts and to carefully consider the individual's needs when using specific strategies.
- Staff are role-models for all our children and this needs to be reflected in the manner in which they conduct themselves and talk to other adults and children (see staff code of conduct policy)
- Always aim to separate the child from any poor behaviour they display - it is their behaviour which is unacceptable, not them.
- All staff are responsible for monitoring the behaviour of children they see around school and dealing with any poor behaviour. To ignore it is to condone it!
- Children with specific behaviour problems may require a behaviour plan, drawn up by the class teacher. Parents will be involved in this process. Specific behaviour issues may involve discussion with the SENco.
- The expectations for pupils' behaviour set out in this policy apply not just to the classroom but also to times when they are outside the classroom including playtimes, assemblies and trips.

Our Christian Values

Our Christian values provide a framework that helps to shape our behaviour policy and expectations. These values are:

- Love
- Truthfulness
- Friendship
- Courage
- Thankfulness
- Creativity
- Perseverance

The "Golden Rules"

Our Golden Rules are at the heart of our behaviour policy and make it clear to children what is expected of them. These rules are displayed in all classrooms and discussed during assemblies.

Treat others as you would like to be treated (Matthew 7:12)

- We are kind, polite and helpful.
- We always try our best.
- We look after our school and everything in it.
- We always tell the truth.

Rewards

We encourage good behaviour in a positive, constructive way. We believe that by highlighting and rewarding such behaviour the children will be encouraged to adopt it.

- Praise – verbal or written
- Encouragement to continue good work and behaviour
- Showing work to other teachers
- Showing work at achievement and key stage assemblies
- Head teacher awards and use of Brilliant book
- Verbal feedback to parents, especially if there has been a marked improvement in work or behaviour
- Individual awards from all staff using the merit award scheme

Guidelines for the merit scheme (see appendix 1)

1. Children can be awarded merits by any member of staff. Each child has their own merit card. Infants may use pictures such as butterflies or caterpillars to record their merits
2. Merits can be awarded for:
 - Effort
 - Excellent work
 - Responsibility
 - Behaviour
 - Attitude and independence
 - Punctuality and attendance
 - Helpfulness and caring
 - The school has a shared focus every few weeks linked to a specific "learning behaviour"
3. When a merit is given to a child, it should be signed and dated by the member of staff.
4. The merit cards should be stored where children can access them easily.
5. When a child has gained 10 merits he/she should be sent to the Head teacher who will award the child a Head's Award Certificate (Covid-permitting)
6. When a child has gained 20 merits he/she should be sent to the Head teacher who will award the child a Bronze Certificate
7. When a child has gained 30 merits he/she should be sent to the Head teacher who will award the child a Silver Certificate
8. When a child has gained 40 merits he/she should be sent to the Head teacher who will award the child a Gold Certificate
9. At the Friday assembly all Head's award, Bronze, Silver and Gold certificates awarded in that week will be announced
10. All Gold certificate receivers will be reported in the school newsletter

Brilliant book

For some children, having rewards which are more immediate than the Head's award may be necessary. Those children who have made a special effort with their work or behaviour can be sent to the Headteacher to receive a sticker and for their name to be entered in the Brilliant Book. They have a special mention during Friday's assembly.

During the period of Covid restrictions this will be done using class Brilliant books.

In the classroom

Promoting positive behaviour starts with a supportive and secure learning environment. Teachers should:

- Be a role model of excellent behaviour
- Plan lessons that are suitably pitched and engaging
- Encourage children to show positive learning behaviours (see appendix 2)
- Ensure all work is marked promptly and that there is regular dialogue with pupils about their learning
- Have classroom environments that are well organised, support and celebrate children's learning and reinforce behaviour expectations
- Use the school rewards and sanctions systems consistently
- Involve children in rule and decision-making
- Encourage creative dialogue; confidence in discussion is important
- Take all forms of unacceptable behaviour seriously and deal with promptly

Monitors and buddies

We encourage our older children to take on a range of responsibilities and to support their younger peers (Covid-permitting).

Our monitors and buddies have the following roles:

- Playtime buddies (years 5 and 6) to support activities at break times and lunchtimes
- Organising assembly resources (year 5)
- Library monitors (years 5 and 6)
- Recycling monitors (year 6)
- Reading buddies (KS2 link with KS1/EYFS)

Sanctions (see appendix 3)

Among the sanctions, which may be used when children do not work or behave appropriately, are:

- Verbal reprimand by adult involved
- Moved within the class
- 'Time out' in paired class (Covid-permitting)
- More serious incidents, child is sent to the Deputy
- Very serious incidents e.g. racism, homophobia, name calling, violence, child is sent to the Head teacher and parents may be contacted
- Exclusion will be implemented in very extreme cases

Behaviour incidents which require the child to be sent to another class or to the Head or deputy should be logged on CPOMS by the class teacher.

Please note

- Children should not be sent outside the classroom as a punishment
- Children kept in, for whatever reason, at lunch or break times, must always be supervised
- It would be a really helpful role model for the children if staff themselves kept talk to a minimum when entering or leaving the hall for assembly. Once we start to talk the children think it is acceptable too
- Make sure that the classroom and communal areas are clear of children before you take your break
- If you are on duty, check the toilets, as these are a potential trouble spot
- Make sure the children are in quiet lines as they move around the school
- Ensure that all children have opportunities to gain awards.

Time out - paired classes (Covid-permitting)

10 minutes with behaviour card

YEAR 6 - YEAR 3

YEAR 5 - YEAR 2

YEAR 4 - YEAR 1

YEAR 3 - YEAR 6

YEAR 2 - YEAR 5

YEAR 1 - YEAR 4

Reception to send children to year 2 in extreme circumstances.

Equal opportunities

We believe in equality of opportunity for all, regardless of race, gender, sexuality, class or special needs.

Our Prevent Duty

All staff recognise our duty to protect our pupils from the threat of radicalisation and extremism. Staff are trained to recognise potential signs and understand the need to pass on concerns to the head or deputy (DSL) in line with our normal safeguarding procedures. Further information is contained in our safeguarding and child protection policy and our Preventing radicalisation and extremism policy.

ANTI-BULLYING POLICY

THE CONTEXT

St John's does not tolerate bullying or harassment of any kind. We believe that all learners are of equal worth and should be enabled to achieve their full potential. It is recognised that in order to achieve this, children have the right to be educated in an environment in which they feel valued, respected and safe.

Bullying deprives them of this right and denies access to a full education; it may also have a negative effect on achievement. This may apply both to the bully and to the child who is bullied.

It flourishes

- Where it is explicitly or implicitly ignored
- When pupils receive the impression that it is something that they sort out themselves
- When victims are seen as 'bringing it on themselves'

OUR AIM IS TO ENSURE THAT

- Pupils feel safe and supported and able to report incidents concerning themselves and others
- Parents/carers feel safe and are encouraged to discuss concerns with all staff
- School staff feel safe and are encouraged to act appropriately and to know that they are not acting in isolation
- All adults feel safe to discuss bullying they are experiencing from other adults and that appropriate action is taken by the school and the governing body

WHAT IS BULLYING?

Bullying can be defined as the wilful, conscious desire to hurt, threaten, humiliate or frighten someone else. To do this, the bully has to have some sort of power over the victim. The use of power to intimidate others often mirrors the power relationships that exist in the classroom and wider school community. Causes of bullying reflect differences and are often to do with race, gender, appearance and size, sexuality, material possessions, special educational needs or disability or other *perceived* differences.

There are many definitions of bullying, but most have three things in common:

- It is deliberately hurtful behaviour
- It is repeated often over a period of time
- It is difficult for those being bullied to defend themselves

FORMS OF BULLYING

Bullying can take many forms and can be short-term or continue over years. It can take the form of physical, verbal or psychological attack of a more subtle nature:

- Pushing, shoving, hitting
- Name calling
- Damaging or stealing property
- Exclusion from groups and games
- Making personal comments

It is important for children, parents and carers to recognise that the following behaviours are not examples of bullying:

- Occasional loss of temper
- Hurting by accident
- Falling in and out with friends
- Minor disagreements
- Not being friends with someone

WHERE BULLYING TAKES PLACE

Bullying can happen at any time and in a number of places. This is a major reason why all staff have to be involved and committed to the whole school policy. The most common danger areas are:

- Playgrounds
- Corridors
- Lining up times
- Toilets
- To and from school
- In cyber-space (either online or via mobile devices eg phones- see also e-safety and internet use policy)

Regardless of where it occurs, pupils need to know that their concerns will be taken seriously and dealt with in a consistent manner regardless of who they report to.

THE EFFECTS OF BULLYING

All forms of bullying behaviour are hurtful and may have a devastating effect on those who are bullied. Whilst some children may recover from bullying, there are others who suffer lasting consequences. Children who are bullied may see themselves as inadequate and friendless and suffer from loss of confidence and low self-esteem.

The ways in which children may respond to bullying, range from withdrawal, absenteeism and underachievement, to depression and suicide. Whatever the response, the opportunity to learn at school and to achieve is likely to be severely affected.

Bullies may also suffer long lasting consequences and if offered no support, may continue with bullying behaviour in their adult lives. For this reason it is most important that children feel safe enough to tell.

In addition to children bullying each other, we understand that bullying can happen between adults and pupils, and between adults.

THE ROLE OF THE GOVERNORS

- The Governing Body supports the head teacher in all attempts to eliminate bullying from our school. The Governing Body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The Governing Body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the head teacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- A parent who is dissatisfied with the way the school has dealt with a bullying incident can follow the School's Complaints Procedure. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the head teacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

THE ROLE OF THE HEAD TEACHER

- It is the responsibility of the head teacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying strategy on request.
- The head teacher ensures that all children know that bullying is wrong. The head teacher and all school staff draw the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head teacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- The head teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

THE ROLE OF THE TEACHER AND SUPPORT STAFF

- All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- If teachers witness an act of bullying, they will deal with it immediately and refer it to the head teacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the head teacher, the teacher informs the child's parents.
- In the Head's office, there is a behaviour file in which all incidents of bullying (and other inappropriate behaviour) are recorded. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should report it to a member of staff.
- When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the head teacher. We then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proven ineffective,

the head teacher may contact external support agencies, such as the Behaviour Support team or social services.

- All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

THE ROLE OF PARENTS

- Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the head teacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Prospectus.
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. Parents are asked to sign the Home-School agreement when a child starts school.

THE ROLE OF PUPILS

Pupils at our school are encouraged to:

- Report any incidents of bullying to an adult immediately
- Never watch and say nothing
- Never join in bullying
- Try and be assertive
- Anti bullying is an important element of our school PSHE curriculum and as such is taught throughout the school from Reception to Year 6. It may take the form of circle time or direct lessons and discussions.

WHOLE SCHOOL ETHOS

We are committed to providing children with the relevant social skills and understanding which will lessen the opportunities in which bullying may occur. However, where bullying does occur, we are dedicated to providing a positive outcome for all parties involved. This whole school approach is apparent in our R.E, and PSHE schemes of work and in the implementation of our behaviour policy.

This is what we do to prevent bullying:

- have a set of clear school rules which prohibit bullying (Our Golden Rules)
- encourage the children to have respect for others
- show and tell the children what kind of behaviour we expect
- ensure that staff model good behaviour and communication skills, with pupils and adults in the school
- reward good behaviour
- value each child as an individual
- talk about bullying behaviour
- encourage children to talk and listen
- practice ways of expressing our feelings and sorting our problems
- take all reports of bullying behaviour seriously
- listen to parents and carers
- monitor places where bullying may occur
- work to improve playtimes and playgrounds

CYBER-BULLYING

See our separate E-Safety policy for details of how we tackle cyber-bullying

CONCLUSION

Our school is a safe and caring environment, but like all schools we sometimes have to deal with bullying and harassment. We will do our utmost to prevent and deal effectively with problems, with support from parents and governors.

Children usually tell someone at home first. Please let us know immediately if you are worried about your child so that we can help.

PHYSICAL RESTRAINT

Physical contact is a frequent and necessary part of the daily interaction between teachers and pupils. This may include manual prompting, physical guidance or simply support which may be used in teaching, therapy or reassurance. However, in exceptional circumstances, physical restraint may be necessary. In accordance with section 93 of the Education and Inspections Act 2006

Teachers and other staff may use reasonable force in order to prevent children:

- Causing personal injury to themselves or others
- causing serious damage to property
- Prejudicing the maintenance of good order.

Such physical restraint is always used as a last option and skills and strategies are used to attempt to diffuse a situation before it escalates. It is also important that the level of physical restraint is reasonable and proportionate to the level of danger.

All relevant staff are given basic training in how to physically restrain a child in a safe and legal manner. Where specific children have extreme behaviour difficulties, training will be more advanced. Discussions take place between the class teacher, head teacher and additional behaviour support staff regarding how children can best be supported and where they can be taken as a "safe place" during and following a restraint. Where ever possible, a physical restraint would take place where more than one adult is present.

When physical restraint has been used, it is reported to the head teacher and details kept in the school behaviour file. Parents are immediately notified. If parents wish to make a complaint they can follow the school's complaints procedures. (see complaints policy)

See also Positive Environments where children can flourish (Oct 2021):

<https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish/positive-environments-where-children-can-flourish>

EXCLUSIONS

In extreme cases of violent, aggressive or uncooperative behaviour, children may be excluded from school. The school follows guidelines set by LBI as well as the DfE statutory guidance document - Exclusion from maintained schools, academies and pupil referral units in England. These documents set out the circumstances in which a school may exclude a child and the procedures they follow during this process. The child's parents are informed immediately and detailed notes taken of the incidents that led to the exclusion. A record is kept of any exclusions and this is reported to governors and the local education authority. A parent has the right to appeal against a decision to exclude, details of this process can be found in the initial letter sent on the first day of exclusion or in the DfE and LBI guidance.

SEARCHING PUPILS PROPERTY

In line with the DfE guidance 'Searching, screening and confiscation: advice for schools', the Headteacher/Principal and staff authorised by them have a statutory power to search pupils/property on school premises. This includes the content of mobile phones and other devices, for example as a result of a reasonable suspicion that a device contains illegal or undesirable material, including but not exclusive to sexual images, pornography, violence or bullying.

Policy updated and approved by staff: Nov 2021

Policy due for approval by governors: Nov 2022

Signed _____ (chair of R&W committee) on _____ (date)

Due for review: Autumn 2022

Appendix 2

Effective learning behaviours

Have a go! – If something is difficult, you just can't do it yet.



Persevere - Don't give up, keep trying!



Listen well - Listen carefully to the teacher and each other and think!



Work together – share ideas and learn from each other.



Be curious - ask questions.



Appendix 3

Stages of behaviour sanctions

Behaviour sanctions (follow this order):

1. **Verbal warning in class** – state clearly what the child has done wrong and what they should be doing
2. **Time out in own classroom** – with their work away from other children (this needs to be a separate space)
3. **Time out in paired classroom** – teacher and/or child fill in the form and are sent to their paired classroom for a maximum of 15 minutes (Covid-permitting)
4. **Sent to DHT or HT** – this is if the child's behaviour has not improved even after the above 3 steps have been taken

All behaviour incidents must be logged on CPOMS

If the following behaviour occurs, the child is sent *immediately* to the HT:

- Swearing
- Fighting (including punching, kicking etc that is deliberately used to hurt others)
- Damage of any school property
- Refusal (any adult)
- Physical aggression towards an adult

Children demonstrating "attitude" towards adults must be dealt with *immediately* – **THIS WILL NOT BE TOLERATED**. If this behaviour is persistent, the child must be sent at once to the DHT/HT.