

St Ippolyts C.E. (VA) Primary School



**BEHAVIOUR POLICY
INCLUDING ANTI-
BULLYING**

May 2018

ST IPPOLYTS CE (VA) PRIMARY SCHOOL

BEHAVIOUR POLICY INCLUDING ANTI-BULLYING

St Ippolyts C.E. (Aided) Primary School is a happy and caring school and our ethos is underpinned by shared Christian values. We recognise that positive self-discipline together with respect for self, others and property is needed so that children will successfully learn as effectively as possible. We view our role as broad; children need to develop effective Learning behaviours (Building Learning Powers) as well as self regulation skills and self control, that will help them develop to become kind, caring and considerate citizens in their wider community.

AIMS OF THE POSITIVE BEHAVIOUR POLICY

- To develop mutual respect and foster positive relationships throughout the school, with due regard to equal opportunities in all aspects of school life.
- To teach children positive behaviours that will help them to maximise their learning: relationships, resilience, resourcefulness and reflection.
- To enable children to develop a sense of self confidence.
- To develop self- control, sensitivity and consideration for others.
- To produce an environment in which everyone feels safe, secure and respected.
- For school staff, pupils and parents to be clear of the high standards of behaviour expected of all pupils at all times.

The Law says the behaviour policy must set out measures which:

- Promote good behaviour, self discipline and respect
- Prevent bullying
- Ensure that pupils complete assigned work
- Regulate the conduct of pupils.

Links to other policies and legal frameworks:

This policy has been informed by the *DfE "Behaviour and Discipline in Schools: Advice for Headteachers and school staff" (Jan 2016)*, the *DfE "Exclusion from maintained schools, academies and pupil referral units in England" (April 2017)* and the *DfE "Use of reasonable force in Schools" (2013)*.

The school has legal duties under the Equality Act (2010) in respect of safeguarding and in respect of pupils with special educational needs (SEN).

School policies for Child Protection/ Safeguarding should be read alongside this Behaviour policy.

In accordance with (School Information (England) Regulations 2008), this Behaviour policy will be published on the school website.

Aims and Expectations

For the children

- To develop self-confidence and self-esteem; showing pride in themselves, their achievements, interest in their activities and pride in their school.
- to show sensitivity and consideration for others
- to develop a sense of fairness and an understanding of the needs for rules
- to develop a respect and tolerance for others' ways of life and different opinions
- to develop responsibility for their learning and their environment

Roles and Responsibilities

The role of our Children

Children are expected to follow the School's Code of Conduct at all times, as are all members of our school community.

Children are expected to take responsibility for their own learning at a level appropriate for their age and stage of development.

They are also expected to follow any reasonable instructions by adults.

Children are often involved in reflecting and deciding how to make amends especially if their poor behaviour choices have impacted negatively on other children, staff or property. This is the process of 'restorative justice'.

The role of Staff

All adults are expected to be good role models for pupils.

All staff are expected to seek out, recognise and praise examples of positive behaviour as the main method of teaching children about the high standards of behaviour expected in our school.

Collective Worship links to Christian values with an everyday example and a bible story to support children in understanding how positive behaviour is demonstrated. The distinctive Christian character of our church school has a significant impact in supporting children and staff to provide a consistent measure.

All staff are expected to ensure all children follow the school rules and follow reasonable instructions. This includes teachers, teaching assistants, MSAs, Sports Coaches and Office staff.

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. Children are encouraged to take responsibility for developing positive learning behaviours, using our Building Learning Powers framework. These are explicitly taught as behaviours which develop better learning skills – resourcefulness, resilience, reflectiveness and relationships (see Appendix)

All adults must treat each child fairly, and enforce the school rules consistently with due regard to Equal Opportunities legislation (see Equal Opportunities policy). This will include

liaising with the Inclusion Coordinator and any external agencies to ensure that children are dealt with sensitively according to their individual particular needs.

Any sanctions must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and religious requirements affecting them.

All staff will be alert to signs of bullying, will deal firmly with it and will alert other staff to such problems.

All staff are trained in knowing when and how any negative behaviour incident should be recorded. They know when an issue needs referring to the Head Teacher. Serious incidents are kept in the Behaviour log.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by ensuring appropriate induction and ongoing training, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour.

For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school Governors have been notified.

The role of Parents and carers

The school works in partnership with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We expect parents and carers to support their child's learning, and to give their full support in dealing with their child's behaviour as stated in the Home/School Agreement.

We expect that parent behaviour is in line with the school code of conduct when on school premises. We expect parents to refrain from using aggressive, intimidating or unreasonable behaviour towards members of school staff or pupils, either face to face, on the telephone or through use of social media.

We keep parents informed regularly about their child's behaviour through reports, consultation meetings and informal contacts. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

It is very helpful if parents keep us informed of any behaviour difficulties they may be experiencing at home, and inform us of any changes in home circumstance which may affect their child's performance or behaviour at school.

If the school has to use reasonable sanctions to discipline a child, we hope that parents and carers will feel able to support the actions of the school. If there are concerns about the way that the child has been treated, the parents or carers should initially contact the class teacher. If the concern remains, they should contact the Headteacher.

The role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in adhering to these guidelines.

System of Praise and Sanctions

We have a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These are flexible enough to vary according to the age of the pupils and any other circumstances that affect the pupil.

The Headteacher is responsible for ensuring the sanctions are fairly applied across the school.

Examples of Praise and Sanctions may include:

Praise	Sanctions
Verbal praise	Verbal reminders
Non verbal praise eg. smiles, nods	Issue of a yellow or red card (Good to be Green behaviour scheme in all KS2 classrooms). Equivalent visual scheme in KS1 and Early Years.
Public praise in class	Removal to a quiet area to avoid disrupting others' work
Headteachers Award – displaying good work on the Headteachers Wall.	<ul style="list-style-type: none"> establishment of a behaviour record
Stars and stickers – individual class schemes for rewarding good work and behaviour	<ul style="list-style-type: none"> verbal disciplining from the Headteacher or Deputy Head
Telling parents about good work	<ul style="list-style-type: none"> written apology
Achievement, Effort and Values award given to a child in each class at the Weekly Achievement Assembly.	<ul style="list-style-type: none"> regular report to the Headteacher letter/telephone call to parent from the Headteacher meeting with parent(s) other sanctions following discussion between parents, class teacher and Headteacher

Serious Incidents

We pride ourselves on having extremely high standards of behaviour and conduct at St Ippolyts school. Very occasionally, we have more serious incidents, and we have policies in place to help us quickly resolve these.

Preventing and Responding to Bullying

We believe it is the right of everyone, children and adults, in the school to be in a safe and secure environment.

The Behaviour Policy will be applied in conjunction with the Safeguarding Policy.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

We use the following criteria to determine whether a hurtful behaviour should be deemed as bullying:

- Deliberate
- Repeated
- Power imbalance

Bullying can take many forms, but the three main types are :

- physical (eg hitting, kicking, theft)
- verbal (eg name calling, racist remarks*)
- psychological (eg spreading rumours, excluding someone from social groups)

In our school's Code of Conduct we state:

“We will never bully or watch someone else being bullied”.

All members of the school community need to understand what constitutes bullying and be alert to signs that it is taking place. The school ensures that its response to bullying is clearly understood by all members of the school community and everyone is clear about their role and responsibilities in preventing and responding to bullying.

Pupils

It is important that pupils should:

- be able to use the child friendly language STOP – Several Times on Purpose, Start Telling Other People to explain and understand what bullying is and what to do about it.
- have opportunities within the PSHE Curriculum to develop the skills to resist bullying and to deal with bullying
- be aware that knowing about bullying by or to others and doing nothing is unacceptable (the bystander).

Parents

Parents, carers and families have an important role to play in helping us to deal with bullying. We hope they will

- discourage their children from using bullying behaviour at school, at home or elsewhere

- take an active interest in their children's school life, discuss friendships, how playtime is spent and the journey to and from school
- watch out for signs that their children are being bullied, or are bullying others
- contact the school at the first sign if they are worried that their children are being bullied or are bullying others

Governors

The Governing Body has an important role to play in ensuring that the school has a policy, that the policy is operated by all staff and that it is effective. The Governing Body will

- review the school's behaviour policy regularly
- consult with relevant stakeholders in revising the policy as necessary
- help to explain and comment on the policy to all relevant stakeholders
- ask for information to enable it to monitor the implementation and evaluate the effectiveness of the policy

Staff in school ensure victims and witnesses of bullying should know that it is 'OK to tell' and that they will receive practical help if they so do.

Anyone who bullies should be made aware of the effect of their actions. It should be made clear to them that they are bullying, that their behaviour is unacceptable and that it will not be tolerated. It should also be recognised, however, that some bullies themselves need help and support and that the school has a responsibility to ensure that they receive it.

All incidents of bullying will be recorded and monitored, using the standard forms (see Appendix). The Headteacher (or other SLT Member if the Headteacher is not on site) will be told about any bullying incidents as soon as they are reported. This includes racial incidents (see current County Guidelines for dealing with incidents of racial harassment).

We will also refer to guidance on preventing and dealing with bullying provided by Hertfordshire County Council.

Any concerns about the behaviour of adults within the school are referred to the Headteacher in the first instance.

Our staff have the right to work without fear of being intimidated or bullied by others. This includes children, other staff and parents. We will apply the same rigorous approach to investigating, recording and monitoring any examples of harassment to members of staff as we do to children.

Additional Support

Some children find it very difficult to behave. If a child's behaviour gives cause for serious concern, we can give additional support in school to support them to put it right.

This additional support may involve working with parents to draw up and implement a Behaviour Support Plan. Very occasionally, we may also consider creating a written Safety and Support Plan.

We will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. With the agreement of parents, we may ask for support from other professionals, such as the Attendance Improvement Officer (AIO), Hitchin Behaviour Support Service, an Educational Psychologist, or the Special Advisory Service.

Value is placed on good relationships with the police and we have established a close association with the police within our own local community.

Pupils' conduct outside the school gate

The law states that teachers have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'. As a school we may investigate reports of poor behaviour outside school in any of the following situations:

- the child is taking part in any school organised trip or visit
- the child was wearing a St Ippolyts school uniform or in sports kit.
- the child was travelling to or from school.
- If the behaviour poses a threat to another pupil or member of the public

Power to use reasonable force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in The Use of Reasonable Force in Schools, DfE Guidance 2013. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. The school uses the Hertfordshire Steps programme.

Hertfordshire Steps is a therapeutic approach to positive behaviour management. Step On is a training in de-escalation. It emphasises the importance of consistency and teaching internal, rather than imposing external, discipline. It focuses on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs, and, where a crisis does occur, it adopts techniques to reduce the risk of harm.

Fixed Term and Permanent Exclusions

We do not wish to exclude any child from school, but in extreme circumstances this may be necessary. The school have adopted the standard national list of reasons for exclusion, and the standard DfE guidance called: "Exclusion from maintained schools, academies and pupil referral units in England" (2017).

Only the Headteacher has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently.

If the headteacher excludes a child, they inform the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the Governing Body.

The Headteacher must inform the LA and the Governing Body about any permanent exclusion, and about any fixed term exclusions beyond 5 days in any one term.

Monitoring, training and review

The Headteacher monitors the effectiveness of this policy on a regular basis. They are also required to report to the Governing Body on the effectiveness of the policy, and, if necessary, make recommendations for further improvements.

The Headteacher is responsible for ensuring that all adults receive training on our Code of Conduct during their induction period. The Code of Conduct is also included in our Staff Handbook. Any ongoing training needs relating to behaviour management will be identified and provided as part of the annual performance management process.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records classroom incidents when appropriate. We also keep a record of any hurtful incidents that occur at break or lunchtimes.

The Headteacher reviews all recorded incidents termly to ensure the behaviour policy is being applied fairly and consistently. The Headteacher will pay particular attention to matters of racial equality; they will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide for Schools*, and that no child is treated unfairly because of race or ethnic background.

The Headteacher keeps a record of any child who is suspended for a fixed term, or who is permanently excluded.

The Governing Body reviews this policy every 3 years. The governors, may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

APPENDIX 1

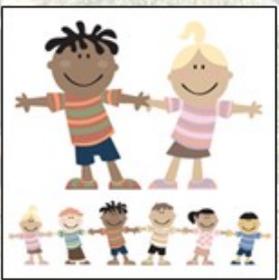


St Ippolyts Church of England Primary School

Our Code of Conduct

All the children and grown ups of St Ippolyts School will always...

- ☺ be polite, friendly, helpful and honest.
- ☺ respect the school environment, others and their property.
- ☺ walk quietly in and around school.
- ☺ listen carefully when others are speaking and not interrupt.
- ☺ do what we are asked first time.
- ☺ take pride in ourselves and our work.
- ☺ ask for help if we need it.
- ☺ do our best at all times.
- ☺ keep ourselves and those around us safe.



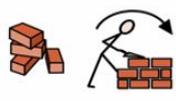
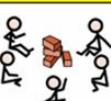
WE WILL NEVER BULLY OR WATCH SOMEONE ELSE BEING BULLIED

APPENDIX 2: Building Learning Powers behaviours



We use our Learning Powers!



Resilience	Resourcefulness	Reflectiveness	Relationships
 Don't give up	 Find another way	 Think about what to do	 Taking turns
 Don't worry if you make a mistake	 Using your imagination	 Look carefully at my thinking	 Working well on your own
 Managing distractions	 See things that link together	 Think about what I am learning	 Working well together
 Good concentration	 Asking questions	 Think about what I know	 Listening to each other