



Christ Church C.E. Primary School Behaviour Policy including Anti Bullying

This policy is intended to ensure consistency across the school in terms of dealing with pupils' behaviour and our response to it.

Any parent or carer with worries or concerns about behaviour or bullying should speak with a member of the teaching staff as soon as possible.

Good behaviour in school should enhance learning through:

- Enriching a child's life and a positive view of themselves and the world
- Creating a calm respectful atmosphere where all children and staff feel safe, secure and valued
- Creating good citizens of our school community

Positive Discipline: As a school we are committed to positive discipline, focusing on children's good behaviour and we aim to promote this at all times. This draws attention to our expectation that all the children are capable of good behaviour and is rooted in our school Christian Values (please see Appendix A).

Agreed Procedure

- We have unconditional positive regard for each child in our school
- We treat each child equally as an individual and encourage self esteem and self discipline
- We make children aware of appropriate behaviour and how to conduct themselves accordingly
- When discussing behaviour with a child, we separate the behaviour from the child, 'I like the way you . . 'You are a good person but you've made a mistake with your behaviour . . .'
- We contact parents to tell them of their children's good behaviour, face-to-face, notes in reading record books, by phone or text
- Staff may send a child to others in school for more praise
- We aim to catch children being good and to praise their positive behaviour. We endeavour to speak to children with regard to their feelings at all times.
- We plan a varied and exciting curriculum which keeps the children motivated and on-task.
- We match learning activities to the needs of individual learners so that everyone achieves success.
- We aim to make boundaries clear and strive to talk calmly to children

1) Our Whole School Positive Praise Systems- The Golden Rules

We encourage all children to behave well by following our six golden rules which are on display around the school and children know well.

- A) Treat people as you would like to be treated**
- B) Make the right choice and the best decision**
- C) Aim high and have a positive attitude to learning**
- D) Be polite and respectful to others**
- E) Care about other people and show it.**
- F) Always sit, stand, walk and talk well in school.**

All staff members have golden star stickers which they can award to any child in school for good examples of following our Golden Rules. Each child is in a golden team, currently the Shooting Stars, the Golden Eagles, the Golden Tigers and

the Golden Galaxies. Siblings are usually in the same golden team. Each golden team works together to collect as many stars as possible. Every week the golden team with the most stars is awarded extra play time.

Staff are encouraged to hand out stars frequently for good behaviour, particularly when the children are out at playtime and lunchtime when they need to develop good habits of self-discipline.

2) Star Learners, Celebration Leaves and Headteacher Awards

Each week star learner certificates are given out in recognition of particular children's excellent learning during the week. These are handed out in Celebration worship time on Friday and are taken home to share with families. Celebration leaves are used to recognise good contributions to our school community are also given out in Celebration Assembly. These leaves are put on the celebration tree. All awards are mentioned in The Friday Letter.

3) Class Praise Systems

Each class may have its own praise and reward system based on stickers or stars as each teacher decides. Children may collect stickers, stars or 'happy points' for a small treat, such as 'the dip box' in Red Class or may have weekly Golden Time.

4) School Councils

Our Golden teams are also school councils: the Worship School Council led by Mrs Cansdale, the Happiness & Well-Being School council led by Mrs Douch, the Active Kids School Council led by Mrs Martin and the Pupil Voice School Council led by Mrs Clarke.

5) Mentoring

Particular children may need one-to-one support to develop positive behaviour. This usually involves sessions with a trusted adult where poor behaviour is discussed and alternative strategies considered.

6) Worship Time and Behaviour

We use worship times to gather collectively together and to focus on fostering a sense of fellowship, providing an experience of being part of a caring community and developing a concern for the needs of others. For more, please see our Collective Worship Policy.

7) Poor Behaviour, Consequences and Reparation

Our Christian values of responsibility and concern for the truth underpin how we deal with poor behaviour. All children are expected to be responsible for their own behaviour. If behaviour is unacceptable children are given a verbal warning, so that they are able to reflect on their actions. Children who continue to misbehave lose some playtime that day or if at the end of the afternoon, the following day. If a child continues to use challenging behaviour the head teacher is informed and may decide to telephone or invite the parents in for a discussion. If a child needs time & space to calm down and reflect on their behaviour in order to settle, they may work in another space or classroom.

A serious single incident of misbehaviour may result in parents being contacted to discuss the incident with an aim to reaching a satisfactory conclusion for all involved.

We encourage children to make reparation for their poor behaviour. For example, if a child has been rude to someone else, they will spend their time making a sorry card, if a child leaves things in a messy way, they will be expected to clean up their mess.

8) Unacceptable Behaviour

On some occasions children's behaviour will be unacceptable in that the behaviour will be a danger to others or seriously disruptive to learning. It is the school's first duty to ensure all members of the school community, including staff, are safe at all times.

Although the school does its utmost to manage situations there may be times when behaviour has gone beyond acceptable norms. The seriousness of any particular behaviour will be judged on the amount of harm caused to others.

The following are the types of behaviour which are considered unacceptable:

- Violence
- Bullying
- Not following adult instructions
- Intentional damage to school property
- Intentionally disturbing the learning of other children

When a serious incident occurs staff dealing with the incident will immediately refer the matter to the headteacher.

The headteacher will:

- gather the available facts from members of staff
- contact parents asking them to come into school as soon as possible
- contact parents of any injured children to inform them that the issue is being dealt with and that they will be kept informed
- establish the facts with the child and parents/carers
- agree sanctions with parents
- inform parents of any injured children of action that has been taken

In some instances it will be necessary to:

- consult with Local Authority when external exclusion is being considered
- report to governors- in the case of exclusion
- discuss behaviour issues with SENCo and other staff

School sanctions for unacceptable behaviour

- Loss of playtime
- Internal exclusion
- Fixed term lunchtime exclusion (off-site). Parents will be requested to take the child out of school for the period of lunchtime for a number of dates determined by the school. After this time the child will be allowed to remain in school for the whole day.
- Fixed term exclusion (up to five days). Parents will be requested to collect their child and keep them off school for the period determined by the school. After this time the child will be allowed to return to school.
- Permanent exclusion. The child will not be able to remain at this school and parents will be requested to find another school setting.

Home sanctions for unacceptable behaviour

The school will not specify the exact nature of sanctions at home but in order to emphasise the seriousness of the problem we encourage parents to support the school by carrying out some kind of sanction at home.

9) Use of Touch

We encourage school staff to use touch to reassure and support children, school staff should never touch children in any other way. For example, an adult may gently hand hold the hand or arm of a young child. Occasions may arise when staff need to provide intimate care for a child – please refer to the Intimate Care policy.

10) Working with parents

We seek to work in partnership with parents over any behaviour barriers to learning. On entering the school parents are made aware of the behaviour policy and the use of our praise systems and mentoring which encourage good behaviour. We expect that the good behaviour we see in school time should continue during after-school activity clubs. Parents are responsible for their children's behaviour on the bus or taxi to and from school.

We always try to find out why a child is misbehaving and address those specific circumstances: perhaps a child had a specific learning difficulty that has not been diagnosed, or their home circumstances may be difficult.

Parents are encouraged to come in and communicate any worries or concerns they may have about behaviour which are affecting their child/children. If a child's behaviour is causing concern, regular meetings may be set to discuss the child's behaviour with parents to move forwards together. For some children daily contact with parents may be appropriate. An individual behaviour plan with targets for improved behaviour may be written.

11) Anti-Bullying- Taking into account:

Preventing and Tackling Bullying Advice for Head Teachers, Staff and Governing Bodies DfE – 00062-2011

Working Together to Safe guard children 2013

Keeping Children Safe in Education documents

Shropshire Children's Trust (SCT) and Shropshire Safeguarding Children Board (SSCB) Anti-Bullying Charter 2014

SSCB Child Protection Procedures 2014

Context

Bullying takes place in schools as it does in other work places.

The aim of the anti-bullying policy is to ensure that pupils in this school learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at this school.

Bullying is defined as:

behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Shropshire Children's Trust and Safeguarding Children Board Anti-Bullying Charter 2014

Bullying can be related to:

race, religion or culture

special educational needs or disabilities

appearance or health conditions

sexual orientation, sexist or sexual bullying

young carers or looked-after children or otherwise related to home circumstances

verbal (name calling, sexist, racist and homophobic remarks, and other discriminatory language)

indirect (cyber bullying, spreading rumours, excluding someone from social groups)

Radicalisation and Extremism

Bullying includes:

name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing or taking belongings

inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet

producing offensive graffiti

gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Although sometimes occurring between two individuals in isolation, bullying quite often takes place in the presence of others, for example, between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of methods.

Pupils being bullied may demonstrate emotional and/or behaviour problems including signs of depression, physical problems such as headaches and stomach pains, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Pupils are encouraged to report bullying in this school by through discussions in the curriculum in PSHE & Circle Time, by taking part in Anti-bullying week, through our school councils: Happiness & Well-being council, pupil voice school council, Safer Schools work, posters or other materials developed by pupils and in our shared school or class worship times. We also provide a warm nurturing environment where every pupil is valued as an individual and children feel confident that their concerns will be listened to and valued.

Parents are informed of the school's stance on anti-bullying, its definition of bullying and how parents and the school can work together by being a copy of this policy at their child's home visit before joining the school, or an induction pack, through information on the Friday letter, through the school website and displaying the Anti-Bullying Charter.

All school staff must be alert to the signs of bullying and act promptly, sensitively and effectively against it in accordance with school policy. There is no "hierarchy" of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately. This is the case even where incidents occur outside the school premises (*The Education Act 2006 gives headteachers the power to discipline pupils even where incidents of bad behaviour take place outside school premises and when the pupils are beyond the lawful control of school staff*).

This policy is linked directly to the following policies:

Child Protection Policy

Equalities Policy

PSHE policy.

Aims of this Policy

The aims of the school's anti-bullying strategies and intervention systems are to:

prevent, de-escalate and/or stop any continuation of harmful behaviour in line with the Behaviour Policy

react to bullying incidents in a reasonable, proportionate and consistent way

safeguard those pupils who have experienced bullying and those who have been involved in the act of bullying, and to trigger actions to support these pupils.

Roles and responsibilities

The role of the Governing body

Governors have the responsibility to ensure that the anti-bullying policy is in place, that it reflects school's values and practice, and is reviewed annually. The governors should agree the principles of Shropshire Children's Trust and Safeguarding Children Board Anti-Bullying Charter and ensure this is clearly displayed in the school. The governing body must make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour. Governors are informed of, and monitor, the numbers of incidents and steps the headteacher and staff have taken to deal with these. Governors will ensure there is a Senior Designated Lead for Child Protection leading on bullying related to radicalisation and extremism.

The role of the head teacher and staff:

1. Policy and procedures

There is a senior member of staff who leads on anti-bullying:

Name: ...Tracey Cansdale

All staff are made aware of this policy and its clear links to other key policies.

The following steps will be taken by staff when dealing with incidents:

- if bullying is suspected or reported, the incident will be taken seriously and appropriate first steps are taken promptly by the member of staff who has been approached
- each incident will be investigated thoroughly, sensitively and effectively
- a clear account of the incident, actions taken and review date will be recorded, given to the head teacher/senior manager and kept so incidents can be monitored
- relevant staff will be kept informed and if the bullying persists they will record this and inform the head teacher/senior manager, and appropriate further action is taken
- parents/carers will be kept informed appropriately
- appropriate rewards and sanctions in line with the school's this policy will be used to support the improvement of pupils' behaviour
- the school will inform the Local Authority of any hate or prejudice related incident as part of the school's Public Sector Equality Duty under the Equality Act 2010 and in support of the Shropshire Tackling Hate Crime Initiative; a report form is available through the Shropshire Learning Gateway.

2. Pupil support

Pupils who have been bullied will be supported as appropriate by:

- having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
- being reassured
- being offered support
- raising their self-esteem and confidence
- being encouraged to report further issues
- arranging a review date/time to discuss outcomes and appropriate follow-up

Pupils who have bullied will be supported by:

- having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
- establishing what behaviour was inappropriate and why the pupil became involved
- establishing clearly what behaviour needs to change, and how the school can support this change
- informing parents/carers of agreed actions, and establishing how they can support
- arranging a review date/time to discuss outcomes and appropriate follow-up

3. Curriculum

Pupils will have opportunities to develop their understanding of the nature of bullying, to explore their own and others attitudes to bullying and to develop the skills to deal with bullying through PSHE and other subject areas and through worship time and other school activities. The policy will be promoted and implemented throughout the school.

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness regularly

Appendix A- Our Christian Values

These include the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths & beliefs and include our School Golden Rules.

Month of the Year	Value	By this we mean . . .	A symbol
September	Responsibility	<ul style="list-style-type: none"> • Taking care of our own things • Being prepared & doing our own learning • Being independent, taking on jobs 	A book bag
October	Truthfulness	<ul style="list-style-type: none"> • Being honest • Telling the truth, even when it's difficult • Making the right choice 	A light bulb
November	Friendship	<ul style="list-style-type: none"> • Having fun, playing & sharing • Caring about each other & showing it • Helping & supporting each other 	Linked hands: different skin colours
December	Peace	<ul style="list-style-type: none"> • Feeling secure, safe & calm • Sitting, standing, walking & talking well at school • Getting along with each other 	Dove- with olive branch?
January	Respect	<ul style="list-style-type: none"> • Valuing our differences • Being polite; using kind words, kind hearts & kind actions • Treating others (& things) as you would like to be treated 	The World
February	Trust	<ul style="list-style-type: none"> • Doing what we say we will • Being reliable • Working together 	Anchor
March	Forgiveness	<ul style="list-style-type: none"> • Saying sorry • Making friends again & moving on • Being understanding 	Water
April	Perseverance	<ul style="list-style-type: none"> • Always having a go and trying your best • Keeping on trying when it's tricky • Aiming high & having a positive attitude 	Shoe with laces
May	Courage	<ul style="list-style-type: none"> • Being brave & strong • Doing something that is scary • Being confident to express own views, standing up for others, speaking up 	Lion
June	Compassion	<ul style="list-style-type: none"> • Being kind, caring & thoughtful • Treating others as we would like to be treated • Being tolerant & sensitive 	Heart
July	Thankfulness	<ul style="list-style-type: none"> • Being polite & saying thank you • Appreciating others • Appreciating the world around us, even the small things 	Present with bow