



# St. Peter's C.E. Junior School

Stilwell Close, Yateley, Hampshire GU46 6XH.

<i>Policy Number:</i> C/4/Sep09	<i>Date Agreed:</i> 17 <sup>th</sup> September 2009
<i>Policy Title:</i> <b>SCHOOL BEHAVIOUR POLICY (Including ANTI-BULLYING POLICY)</b>	<i>Authorised By:</i> J H Divall
<i>Area:</i> Curriculum	<i>Due for Review:</i> September 2010
<p><i>The Governing Body believes that fairness and consistency of judgement is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential.</i></p> <p><i>All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment which is safe and healthy.</i></p> <p><i>In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.</i></p>	

Good behaviour and discipline in the school is essential for successful teaching and learning. Children thrive in a happy, pleasant and caring atmosphere. This atmosphere can only be achieved if children are aware of and abide by the expectations for good behaviour. We expect self-discipline, honesty and respect for others. We also emphasise the three Rs; Respect, Responsibility and Rights.

It is a partnership with parents that will enhance high quality behaviour in our school. It is important that good behaviour is fostered both through good teaching practice and by staff setting an example to the children.

### Aims

At St Peter's School, we aim to promote positive behaviour patterns through respect for one another, through accepting responsibility and a consistent approach appreciating the rights, views and property of others. We seek to develop a reasonable and cooperative attitude at all times.

We regard trusting relationships and cooperative teamwork as essential for learning and self-development to take place.

## **Objectives**

Our behaviour policy is non-discriminatory and inclusive. All members of the school community have a responsibility to uphold the school aims by:

- Respecting the rights, values and beliefs of the individual..
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Encouraging, praising and positively reinforcing good relationships, behaviour and work.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures and traditions.
- Helping to develop strategies to eliminate unacceptable behaviour and applying these consistently.
- Providing a well ordered environment in which all are fully aware of behavioural expectations.
- Caring for, and taking pride in, the physical environment of the school.
- Not tolerating any conduct involving bullying or harassment. (See Section on Bullying Issues)
- Creating a secure, safe and caring environment, which enables the highest standards to flourish.
- Stimulating pupils and promote self-esteem whilst developing enthusiasm and motivation towards learning.
- Creating a supportive partnership between those involved in the pupil's education.

### **We aim to do this by: -**

- Developing a positive, responsible and caring attitude amongst all children towards each other and adults.
- Expecting, encouraging and regarding good behaviour, good manners and politeness to other children and adults.
- Ensuring that all pupils are aware of their responsibilities and what is acceptable behaviour both within school and outside.
- Teaching and reinforcing the values which matter to the school including self-discipline, honesty, respect for the property of others and the community, fairness and trust.
- Encouraging a child to tell an adult when they come across bullying. (See Section on Bullying Issues)
- Ensuring that every parent and member of staff are aware and, have access to the policy.

## **Management**

In developing this policy, we are mindful of the role of management and its commitment to the school by:

- Taking a lead in the establishment of a positive school ethos
- Monitoring and reviewing behaviour throughout the school, evaluating the success and ensuring the necessary revisions are undertaken.

- Supporting members of staff in the practical application of the behaviour policy and procedures.
- Recording and reporting incidents of serious misconduct.

### **Children**

We are also mindful of the need to involve the children in their responsibilities for good behaviour by:

- Contributing to the development of school rules and adhering to them.
- Discussing issues at school council.
- Taking increasing responsibility for their own learning.
- Helping to look after and take pride in the school environment.

### **Parents**

Parents are crucial to this policy being implemented and can contribute to its development by:

- Working in partnership with the school, it is expected that parents, children and the school adhere to the Home-School-Pupil Agreement. This document is signed by the parents, child and Headteacher.
- Ensuring children attend school in good health, punctually and regularly (this involves taking holidays outside of term time whenever possible).
- Providing prompt explanations of absences either through a note or telephone call to the school office.
- Supporting staff in the implementation of all school policies.
- Taking an active interest in children's learning by supporting them in activities such as hearing reading, assisting with the learning of spellings and homework.
- Participating in discussions concerning their child's progress and attainments at an appropriate time.
- Ensuring early contact with the school to discuss matters which affect their child's happiness, progress and behaviour.
- Being prepared to work in partnership with the school to improve children's behaviour when necessary.

We seek to develop good partnerships with parents giving regular opportunities for parents to be involved in school life, working alongside the teaching staff to enhance and support the development of their children and the school environment.

This policy should be read in conjunction with the Home-School-Pupil Agreement.

## **BULLYING ISSUES**

Parents, staff and children are encouraged to discuss any concerns openly. Children and parents must be confident that any form of bullying in school will not be tolerated.

We define behaviour as bullying, when the behaviour repeatedly causes distress to another child by either verbal or physical means.

Examples include: -

- Cyber bullying
- Physical attack or threat of it.
- Name-calling.
- Persistent emphasising an aspect of physical appearance or the social/racial background of an individual.
- Spreading rumours, lying about an individual or their families.
- Persistent behaviour intended to annoy.
- Deliberately ignoring.
- Damaging, removing, or hiding possessions or work.

**Remember teasing for some is bullying for others.**

### **Key Strategies for Tackling Bullying**

We have a commitment to tackle any bullying which might take place in the school.

A positive approach will be taken to prevent bullying. As part of the PSHE curriculum, children will be encouraged to discuss what bullying is. They will be encouraged to foster sharing and kindness, to develop social skills and to look upon bullying as anti-social. Further support can be accessed through working with the Emotional Literacy Support Assistant (ELSA) and the School Nurse.

If a child or parent feels that an incidence of bullying has taken place, they should approach a member of staff within the school with the information. The member of staff will investigate and involve other staff as appropriate (e.g. class teacher, Deputy Headteacher and Headteacher)

We welcome the support of external agencies in tackling bullying, for example, the Behaviour Support Team. (BST)

## **Classroom Code of Conduct.**

Each teacher establishes his or her own level of discipline and decorum in class. Within this we hold certain common expectations:

- The class should work out their own code of conduct with the teacher and this should be upheld by all members of the class.
- When the teacher is speaking to the class children should be focused.
- If a pupil is talking to the class, the same is expected as above.
- Children should not call out or answer back inappropriately.
- Children should be courteous at all times, saying 'please', 'thank you' and 'excuse me'.
- Children should enter and leave the classrooms in a calm manner.
- Children should address staff by their title and surname and not by 'Miss'.
- No child should leave their classroom or designated work area without permission from an adult working in the class.
- Children are expected to hold open the door for an adult or another child when the need arises.
- Noise levels are expected to be at an appropriate 'working' level throughout the school.

## **Behaviour at Off-Site Activities**

Excellent behaviour is expected of children at school clubs and off-site activities. It is essential that the children's behaviour is in line with the Health and Safety requirements of any off-site activity.

## **Warnings for children**

A record of class incidents relating to inappropriate and unacceptable behaviour will be kept in the class teacher's Behaviour Record File.

If a child's behaviour is unacceptable in class the following should apply:

- A verbal warning will be given to the child in the first instance
- If behaviour continues to be unacceptable, the child will be moved within the class
- If the unacceptable behaviour persists, the child will be moved to another class with work.
- Year 3 children will be sent to the Year 6 class.
- Year 4 children will be sent to the Year 5 class
- Year 5 children will be sent to the Year 4 class
- Year 6 children will be sent to the Year 3 class

Class teachers will keep a log of those children sent to them for unacceptable behaviour in their class behaviour folders. Staff will record the name of child, class, date and time and

brief details of the unacceptable behaviour. Behaviour folders will be monitored regularly by the Deputy Headteacher. Staff complete 'Cause for Concern' sheets as appropriate.

Incidents of unacceptable behaviour will also be logged on SIMS and where appropriate a 'Violent Incident Return' will be completed for the Local Authority. The Headteacher will ensure records of any serious incidents are logged on SIMS.

If the unacceptable behaviour persists after this, the child should be sent to the Deputy Headteacher in the first instance. If this fails the child should be sent to the Headteacher where sanctions may then be applied.

### **On Report**

If the child's behaviour is considered to be grossly unacceptable or persistent in nature, the Head teacher will place the child 'On Report' for a minimum period of one week. Parents will be informed if their child is placed 'On Report.' A copy of the Report Form will be sent home at the end of each week. The name of the child will be placed in a file and the behaviour will be closely monitored for a week, with the class teacher signing the report form.

At the end of the week, if no progress has been made, parents will be notified and asked to come in to school.

If an incident is very serious, the child's parents may be contacted immediately when a course of action and behaviour management plan will be worked and agreed between the child, the parents and the Teacher/Headteacher.

Exclusion remains the final sanction. This will be applied following LA Guidance and statutory requirements.

### **Anti social behaviour within school**

In the case of antisocial incidents within school, for example at playtimes, the adult dealing with it will listen carefully and strive to ensure that fairness prevails. An apology and/or gesture of reconciliation, for example, a hand-shake, will be sought. It may be appropriate to impose a sanction.

If the incident is more serious the child will be taken to a senior member of staff who will discuss the incident, seek fairness and consider the use of sanctions.

The Headteacher should be consulted and they should be prepared to provide immediate support for both staff and pupils.

## **Sanctions**

Sanctions should be used in proportion to the offence or distress caused. Whenever possible the sanction should contribute to putting right the wrong that has been done.

- Repair or contribution towards the repair of damage.
- Letter of apology to the offended person if appropriate.
- The child or group is required to discuss what they feel was the effect of their behaviour and how they would feel if it were done to them. They should be encouraged to discuss what should be done to prevent a repetition of their behaviour and what they think would be a fair sanction if they re-offended.
- Loss of playtime, lunchtime play or Golden Break. Teachers keep a record of the incident and loss of playtime in the class Behaviour File.

## **Reinforcing Good Behaviour and Work**

At St Peter's we aim to have a balanced approach to discipline, using incentives as well as sanctions. Where possible, we praise good behaviour and attitudes.

This takes the form of:

- Verbal praise: this can be done on a one to one basis, in front of a group or as part of an assembly.
- Written praise on work
- Sending the child to show work to the Headteacher and/or Deputy Headteacher
- Children may also receive stickers for good behaviour (e.g. kindness, consideration, helpfulness).

Children may also receive house points for good behaviour and attitudes to work and these can lead to certificates being awarded.

Each week, children who have worked really well can be recorded in the 'Brill Book' and/or the 'Ab Fab Book' and their work/attitudes are highlighted in Friday's assembly and in the weekly Newsletter.

At lunchtimes, children who are very well behaved receive raffle tickets from lunchtime staff. On Fridays, the tickets are drawn and the winners receive prizes.

## ASSEMBLY CODE OF CONDUCT

- Children should arrive on time for assemblies
- It is important that the children leave their classes quietly and orderly.
- Children should wear their school uniform appropriately for assembly.
- Children should walk into the hall in silence.
- Staff should support the silence by dealing with any pupil as quietly and as discreetly as possible.
- Children should sit in silence unless engaged in speaking for the assembly.
- Children should answer questions and respond in an appropriate manner.
- Children are expected to show respect for and tolerance of the views and beliefs of others.
- If a child or children need dealing with, staff should speak quietly to them, if possible without calling across the hall.
- 'Helping Hands' leave assembly first to carry out their duties.
- On leaving everyone should remain in silence and lead out quietly, walking back to class.
- Staff should avoid walking through the hall during assembly time.

## LUNCHTIME CODE OF CONDUCT

- Children will say 'Grace' in the classroom at the end of the morning session.
- Children will wash their hands before lunch.
- Children should enter and leave the hall quietly, and walking.
- Children should sit at their table until they are invited to the servery by a supervisor.
- Children must show respect to the lunchtime supervisors and kitchen staff by addressing them by their titles and surnames and raising their hands when help is needed.
- They should always show courtesy to those who serve the food and who supervise their eating.
- Everyone should be encouraged to have good table manners.
- Meals should be eaten with a reasonable level of noise, with no calling out across the hall.
- If a supervisor is needed hands should be raised.
- When children are finished, they raise their hands to gain permission to leave the hall.
- Places and seats should be clean before the children are excused and this only when supervision is in place outside.
- No running or pushing at any time.
- Litter/mess should be cleaned up by the person leaving it unless beyond the child's capabilities.

## **Rewards/Sanctions**

- House points will be given to the tables which are outstandingly sensible and polite.
- House points will be given to the best lined-up class at the end of the lunchtime.
- At lunchtimes, children who are very well behaved receive raffle tickets from lunchtime staff. On Fridays, the tickets are drawn and the winners receive prizes.
- The Senior Lunchtime Supervisor will liaise with the supervisors to identify those children who have behaved really well at Lunchtimes throughout the week and their names will be recorded in the 'Brill Book' on a Thursday. These achievements will be highlighted in Friday's assembly and in the weekly Newsletter.

## **Guidelines for Dealing with Misbehaviour at Lunchtime**

- Initial discussion and discovery of fact with all those involved.
- The adult will listen carefully and ensure that fairness prevails. An apology and/or gesture of reconciliation (handshake for example) will be sought.
- The Lunchtime Supervisor will inform the class teacher of any child in their class that has been involved with any serious misbehaviour.
- If necessary, an appropriate sanction should be administered immediately during lunchtime or the matter discussed with class teacher, Senior Member of Staff on Lunchtime Duty and / or the Head Teacher.
- Yellow Behaviour Record Forms are used at lunchtime to log serious inappropriate behaviour. These are given to class teacher and then given to the Headteacher for making data returns and for filing.
- Serious misbehaviour should immediately be brought to the attention of the Headteacher, Deputy Headteacher or Senior Teacher. The Head Teacher will exclude any pupil from remaining on the school site at lunchtime if their behaviour is grossly inappropriate. The exclusion will be for a specific length of time and parents will be informed of the reason for the exclusion.

## **PLAYGROUND CODE OF CONDUCT**

- Respect each other's space and games..
- Respect the fact that people have a right not to be called names or taunted.
- Respect the fact that people have a right not to be hurt by another.
- In a conflict situation, walk away and have a five minute cool-down. If necessary, talk to a member of staff.
- Give space when asked.
- Include whoever asks to join in.
- Play games by rules.
- Use soft balls only in the playground.
- Due to Health and Safety considerations ball games will not be permitted in the playground at the start of the school.

### **New Children in School**

Class teachers should ensure that new children are aware of both the School Behaviour and School Organisation Policies.

### **Maintaining and Monitoring this Policy**

Each term there will be Class Circle Times to provide:

- (a) an opportunity for the whole school to be reminded of our expectations of School Behaviour.
- (b) an opportunity to discuss the School Organisation, Behaviour Policies and Classroom Code of Conduct.
- (c) an opportunity to remind the children positively of all the rewards and rules.

Staff will review this policy regularly.

### **Visitors and Helping Parents**

It is expected that all children and staff will welcome the many helping parents and visitors at the school. Visitors and helping parents should be treated with both consideration and respect.

**The policy is applicable to all activities organised by the school for the children. This policy will be shared with the organisers and leaders of after school clubs and activities, supply teachers, regular helpers and visitors.**