

St George's Church of England Primary School

Behaviour and Anti-Bullying Policy

Introduction

We believe that every member of our school community should feel valued, respected and treated as an individual, in accordance with our school vision which states:

“... all children are a gift from God. They are all special and should be allowed to develop and grow in a nurturing environment secure in the knowledge that they are cherished.”

Aims of the Behaviour Policy:

Our children's good behaviour is a shared responsibility within our school community. The Behaviour Policy is intended to provide guidelines for members of staff in dealing with behaviour in school. At the core of our policy towards good behaviour in our school there are some important underlying principles:

- a belief that in order to provide an environment in which all can thrive it is necessary to have acceptable boundaries of behaviour;
- shared responsibility by all members of staff towards behaviour in our school. This responsibility also extends to the children;
- an understanding of the importance of focusing on the many positive aspects of behaviour in school;
- a commitment to treat any act of bullying as a serious matter requiring immediate attention.

Our School Rules

The school rules are on display throughout the school building to remind pupils and adults of an attainable model of behaviour. In these rules, behaviour is described in positive terms. It highlights the standards of behaviour we expect to be visible throughout the day, in all areas of the school. (See appendix 1)

Who is responsible for maintaining good behaviour?

Our school is a community made up from school staff, governors, pupils and parents. Within the community everybody has a responsibility to maintain good behaviour and be a good role model for our children. Parents are asked to demonstrate positive behaviour when on the school site.

Implementation of Behaviour Policy.

This behaviour policy is twofold.

- Rewards for the child or children who do something praiseworthy;
- Consequences for the child who misbehaves.
- All staff may reward or give a consequence to any child within the school.

Rewards

In school we use a number of 'tools' to support our reward system.

1. Each child will have a 'Dojo' character which is an online avatar to which teachers can award positive points (Dojo's) throughout the day. Dojo points are awarded to pupils when they meet one of the Dojo criteria. These may be given for Homework (3 points), Reading (3 points), Spelling score 100% (3points), Target Maths score 100% (3points), Determination (1 point), Listen to people (1 point), Be honest (1 point), Be kind and helpful (1 point), Work hard (1 point), Look after property (1 point), Love each other as God loves you (1 point). Pupils can obtain up to 20 Dojo points in a week. Parents receive a letter inviting them to join the Dojo site, in order to receive emails when their child receives a Dojo point during the school day. When a pupil collects 100 points they can change their Avatar, parents can log on at home and help their child to do this. Pupils will then receive further certificates for 200, 300, 400 points and choose a special reward when they have collected 500 points. It is the responsibility of the teacher to ensure the certificates are awarded during celebration worship.

All adult members of the school staff at any point in the school day can award a child, group of children or a whole class a Dojo point, for good work or good behaviour. Dojo points cannot be taken away once they are awarded.

2. Stickers are awarded to pupils for good behaviour and success in academic challenges.

3. Good Work awards are presented once a week, two members of each class are chosen to accept an award for meeting their own personal challenges that week. It may be an academic award, it may be behavioural award, it may be an award for the whole class. It is the responsibility of the teacher to ensure the certificates are awarded during celebration worship.

4. Class behaviour boards are used, this maybe in the form of a traffic light or in KS1 sunshine, rainbow, raincloud. All children start in the green (sunshine) but can move to another colour/ symbol if their behaviour is not in line with school golden rules and class rules. By the end of the week the children who are still in the green (sunshine) may have a reward e.g 10 minutes extra playtime or time on the iPads, if a child is on the orange (rainbow) they may have 5 minutes and if a child is in the red (raincloud) 1 minute.

Consequences

These are set out with the children at the start of each academic year, making sure that the children are aware and have ownership of them and are age appropriate.

Step 1.

If a pupil is behaving unacceptably, in the classroom or at playtime, they are given a verbal warning and are reminded of the class rules and how their behaviour should be altered to enable them to follow the rule. (Chatting, shouting out, not focussed, fiddling, fidgeting)

Step 2.

If the pupil continues to behave unacceptably, and is persistent in their behaviour to distract or disrupt others, they will be moved to work on their own within their classroom and miss five minutes of their playtime and may move to the amber section of the behaviour board.

Step 3.

If a child shows they are persistently disrespectful towards pupils or staff they will be moved to the red section of the behaviour board and miss their break time or lunchtime in order to discuss the incident with the Class Teacher. The appropriate Phase Leader (Mrs Day KS1, Miss Webster LKS2, Mrs Sumpton UKS2) will be notified and discuss the incident with the Class Teacher, the Class Teacher will inform the pupils parents at the end of the school day and the incident will be written in the school behaviour book. (Bad language, being disrespectful to property of the school or other children).

Step 4.

A child will be removed from the classroom if the class teacher feels they are putting themselves or other children/ staff at risk. The Class teacher will complete a Behaviour form which is discussed with a member of the Senior Leadership Team. The Class teacher will discuss the behaviour and suggestions for moving forward with specific strategies to help the child identify and follow behaviour expectations. This will be shared with the parent. This may include instances which relate to physical, sexual or racial threats.

Step 5.

If the child's behaviour is of a serious nature, the child will go to the Head of School or most senior member of staff. The parents are informed by the Class teacher and invited in for a chat about the incident(s). If the child has to see the Head of School twice within the half term, a meeting will be called with the Head of School, class teacher, parent and child and may include outside support e.g Local Authority.

Consequences at lunchtime

The above consequences will be followed at lunchtime. Midday staff may ask children to stand with them on the playground during the lunchtime play for reflection time if they have behaved unacceptably, the class teacher will be informed if a child has moved to step 3.

IF A SITUATION APPEARS VERY SERIOUS and out of control, the Head of School or most senior member of staff will be sent for immediately.

We will continue to support each child with their individual needs.

Wet Playtimes

The above consequences will apply.

Bullying

Bullying is a repeated behaviour over time. Every adult member of the school community is committed to providing a safe, happy environment for the children in our care. We recognise that even in the most secure of environments bullying can take place. We consider bullying to be an unacceptable form of behaviour involving the dominance of one pupil by another or a group of others which is premeditated and may be part of a pattern of

behaviour rather than an isolated incident. Bullying behaviour may take many forms- physical, cyber, mental or verbal or the deprivation of some property or right.

We believe that bullying is an issue to be treated seriously on every occasion and that every child has the right to be safe and happy in school.

We are committed to creating a safe environment where children can learn and play, can talk about their worries, confident that an adult will listen and will offer help. Children are encouraged to report to any member of staff any behaviour of any kind which is causing them concern. All staff are committed to listening to any such complaint and investigating it.

Where there is evidence of any type of bullying taking place, e.g. verbal, physical, cyber, a senior member of staff will be involved in deciding the actions to be taken. It is likely that any behaviour deemed to be bullying would involve informing the parents of that behaviour and working with them to provide appropriate and meaningful consequences and supportive strategies to change their behaviour. An incident form will be completed at the time and a follow up report at a later date.

Through a variety of planned activities across the curriculum such as circle time, role-play, whole school or class workshops, our children gain in self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions. Encouraging children to take responsibility by becoming a member of one of the councils, taking on responsibilities at lunch time or becoming a play leader promotes children's self-confidence. In having this approach we believe this helps to reduce a code of secrecy where children feel too scared to speak up and tell of any bullying experiences.

Our Personal, Social and Health Education (PSHE) curriculum will ensure that each Year Group addresses issues related to bullying. This may take the form of an explicit approach or may be implicit, in terms of looking at friendships and valuing each other, appreciating differences, to develop individual self-confidence. In addition to this, the issue of bullying in its many forms is the focus of circle time discussions.

Incidences of bullying brought to the attention of the Class Teacher are investigated as soon as possible.

Information is gathered from pupils and any staff concerned. Any relevant observations are recorded in the School's behaviour log and the Head of School/ Executive Headteacher is kept informed.

Serious breaches of Discipline

If a pupil is in serious breach of the schools policy or if strategies to deal with on-going serious breaches have failed, the consequence of exclusion may be used by the Executive Headteacher. In such instances the advice and procedures set out by Lincolnshire County Council will be followed.

Implementation of Behaviour and Anti-Bullying Policy

This behaviour policy will be effective immediately and reviewed yearly by the whole staff.

Our School Golden Rules

- Be gentle
- Listen to people
- Be honest
- Be kind and helpful
- Work hard
- Look after property
- Love each other as God loves you
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